

LB
2301
.M63

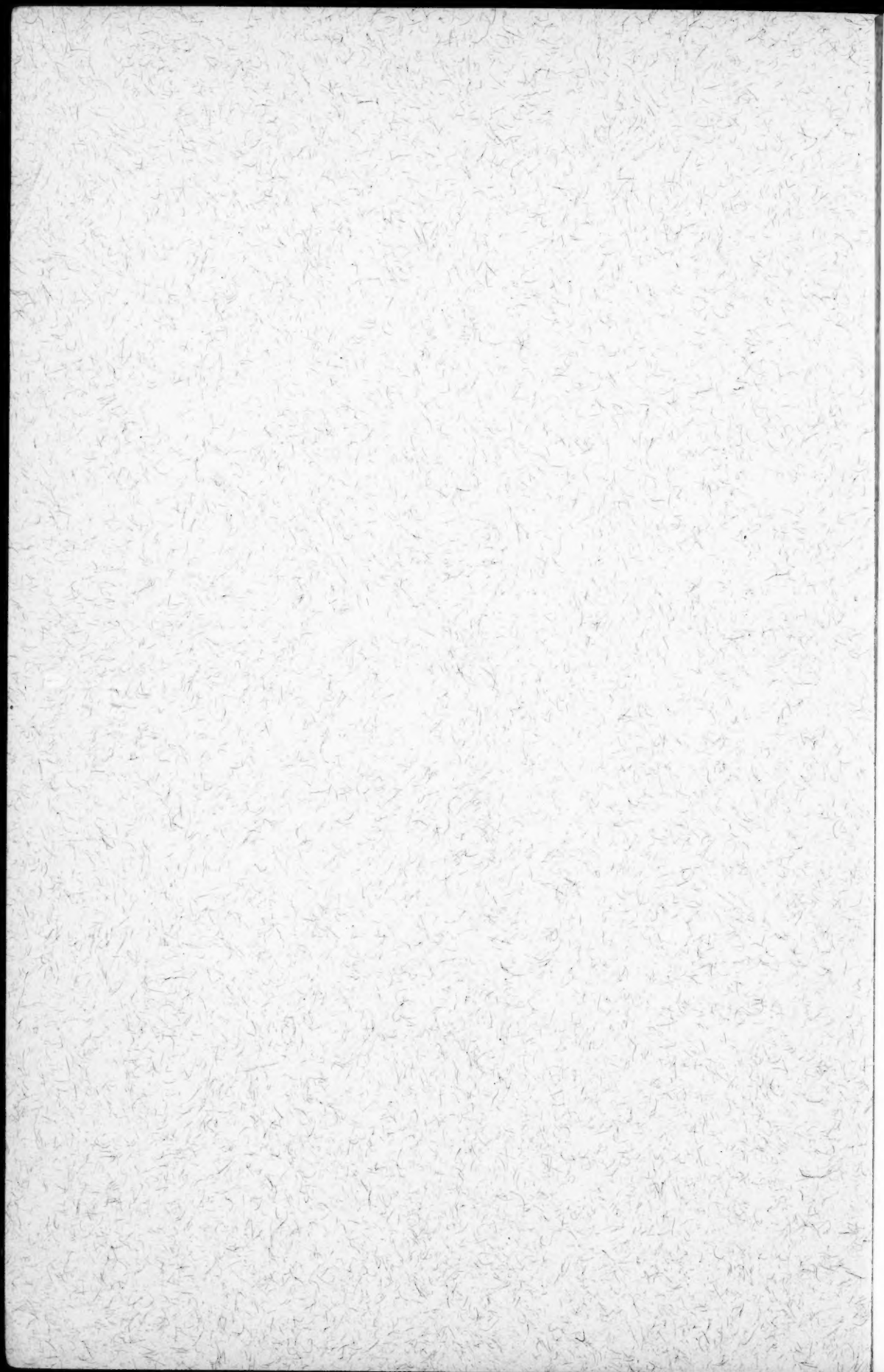
Proceedings
OF THE
**SIXTY-FOURTH ANNUAL
CONVENTION**
OF THE
Middle States Association
of
Colleges and Secondary Schools
1950

CHALFONTE-HADDON HALL, ATLANTIC CITY, N.J.
FRIDAY AND SATURDAY
NOVEMBER 24 and 25, 1950



PUBLISHED BY THE ASSOCIATION
1950





Proceedings
OF THE
**SIXTY-FOURTH ANNUAL
CONVENTION**
OF THE
**Middle States Association
of
Colleges and Secondary Schools**
1950

**CHALFONTE-HADDON HALL, ATLANTIC CITY, N.J.
FRIDAY AND SATURDAY
NOVEMBER 24 and 25, 1950**



**PUBLISHED BY THE ASSOCIATION
1950**

*The 65th Annual Convention of the Association will be held at
Chalfonte-Haddon Hall, Atlantic City, New Jersey, on Friday and
Saturday, November 23 and 24, 1951.*

LB
2301
.M63

CONTENTS

	PAGE
List of Officers	4
Members of Commissions	5
Representatives on the College Entrance Examination Board	6
Representatives on the American Council on Education	6
Representatives on the National Committee of Regional Accrediting Agencies	6
Fraternal Delegates	6
Special Committees	6
Program of 1950 Convention	7
General Session, Friday morning	
Report of the Secretary	8
Report of the Treasurer	12
Auditors' Report	13
Report of the Commission on Institutions of Higher Education	
Ewald B. Nyquist, Chairman	14
Report of the Chairman of the Commission	
E. K. Smiley	15
Report of the Commission on Secondary Schools	
R. D. Matthews, Chairman	18
Report of the Executive Secretary of the Commission	
Ira R. Kraybill	20
Report of the Joint Committee on School and College Relations	
E. D. Grizzell, Chairman	22
Report of the Nominating Committee	23
Higher Education Evaluates Accreditation	
E. K. Smiley	24
Cloyd H. Marvin	26
Frank H. Bowles	35
Evaluating Secondary Schools in the Decade Ahead	
R. D. Matthews, Chairman	40
General Session, Friday afternoon	
Education in the Struggle for Freedom	
Althea K. Hottel	59
American Schools and Colleges in the International Crisis	
Detlev W. Bronk	66
Dinner Session	
Some Problems and Prospects in Higher Education	
Oliver C. Carmichael	73
General Session, Saturday morning	
Language and Communications at the Mid-Century	
Aileen Traver Kitchin	79
List of Member Institutions	
Accredited Colleges	90
Accredited Junior Colleges	93
Accredited Secondary Schools	94
Membership Organizations	121
Honorary Members	121

LIST OF OFFICERS, 1950-51

PRESIDENT

VERY REV. FRANCIS L. MEADE, *President*, Niagara University.

VICE-PRESIDENT

LESTER W. NELSON, *Principal*, Scarsdale High School.

SECRETARY

KARL G. MILLER, *Dean*, University of Pennsylvania.

TREASURER

BURTON P. FOWLER, *Principal*, Germantown Friends School.

EXECUTIVE COMMITTEE

JOHN SHILLING, *Assistant Superintendent of Public Instruction*,
Dover, Delaware.

NATHANIEL A. DANOWSKY, *Principal*, Western High School, Wash-
ington, D. C.

HAROLD F. COTTERMAN, *Dean of the Faculty*, University of Mary-
land, College Park, Md.

LEMUEL R. JOHNSTON, *Principal*, Clifford J. Scott High School,
East Orange, New Jersey.

MOTHER ELEANOR M. O'BYRNE, *President*, Manhattanville College
of the Sacred Heart, New York.

ROSAMUND CROSS, *Headmistress*, The Baldwin School, Pennsylvania.

JOHN F. GUMMERE, *Headmaster*, William Penn Charter School,
retiring President of the Association (coopted).

E. KENNETH SMILEY, Chairman of the Commission on Institutions
of Higher Education, *Ex-Officio*.

R. D. MATTHEWS, Chairman of the Commission on Secondary
Schools, *Ex-Officio*.

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

TERMS EXPIRING IN 1951: President CALVERT N. ELLIS, Juniata College; Principal WILMOT R. JONES, Wilmington Friends School; Secretary-General ROY J. DEFERRARI, Catholic University of America; Vice-President GEORGE A. BRAKELEY, Princeton University; EWALD B. NYQUIST, Director of Admissions, Columbia University, *Secretary*.

TERMS EXPIRING IN 1952: Dean MARGARET T. CORWIN, New Jersey College for Women; Provost MILLARD E. GLADFELTER, Temple University; President PAUL D. SHAFER, Packer Collegiate Institute, *Vice-Chairman*; President LEVERING TYSON, Muhlenberg College; President EARLE T. HAWKINS, Towson State Teachers College.

TERMS EXPIRING IN 1953: Vice-President E. KENNETH SMILEY, Lehigh University, *Chairman*; President SARAH GIBSON BLANDING, Vassar College; President JOHN C. WARNER, Carnegie Institute of Technology; President EDWARD W. SEAY, Centenary Junior College; Dean HENRY GRATTAN DOYLE, George Washington University.

The President and Secretary of the Association.

Honorary Members:

FRANK H. BOWLES.	GEORGE WM. MCCLELLAND.
EUGENE F. BRADFORD.	DAVID A. ROBERTSON.
ROBERT C. CLOTHIER.	HARRY A. SPRAGUE.
FREDERICK C. FERRY.	CHARLES C. TILLINGHAST.

COMMISSION ON SECONDARY SCHOOLS

TERMS EXPIRING IN 1951: Assistant Superintendent NORMAN J. NELSON, Washington, D. C.; Director EDWARD B. ROONEY, S.J., Jesuit Educational Association, N. Y.; Professor R. D. MATTHEWS, University of Pennsylvania, *Chairman*.

TERMS EXPIRING IN 1952: Principal HYMEN ALPERN, Evander Childs High School; Assistant Commissioner of Education HEBER H. RYAN,* Trenton; Headmistress ANNE WELLINGTON, Emma Willard School for Girls.

TERMS EXPIRING IN 1953: Headmaster GREVILLE HASLAM, Episcopal Academy; MRS. ORDWAY TEAD, President, Briarcliff Junior College; Director of Admissions CHARLES W. BUSH, University of Delaware.

The President and Secretary of the Association.

Honorary Member:

Dean E. D. GRIZZELL.

* Deceased December 26, 1950.

REPRESENTATIVES ON THE COLLEGE ENTRANCE
EXAMINATION BOARD

LESLIE E. SEVERINGHAUS, The Haverford School, Haverford, Pa.
CHARLES S. TIPPETTS, Mercersburg Academy, Mercersburg, Pa.
NATHANIEL A. DANOWSKY, Western High School, Washington,
D. C.
J. FOLWELL SCULL, JR., Polytechnic Preparatory Day School,
Brooklyn, N. Y.
LEWIS B. KNIGHT, East Orange High School, East Orange, N. J.

REPRESENTATIVES ON THE AMERICAN COUNCIL
ON EDUCATION

HENRY GRATTAN DOYLE, George Washington University.
LEVERING TYSON, Muhlenberg College.
KARL G. MILLER, University of Pennsylvania.

REPRESENTATIVES ON THE NATIONAL COMMITTEE
OF REGIONAL ACCREDITING AGENCIES

E. KENNETH SMILEY, Chairman of the Commission on Institutions
of Higher Education.
EWALD B. NYQUIST, Secretary of the Commission on Institutions
of Higher Education.
KARL G. MILLER, Secretary of the Association.

FRATERNAL DELEGATES

New England Association of Colleges and Secondary Schools, JAMES
S. COLLINS, Principal of the North Quincy High School and
President of the New England Association.
North Central Association of Colleges and Secondary Schools, EDGAR
G. JOHNSTON, Wayne University, Secretary of the Commission
on Secondary Schools of the North Central Association.
Southern Association of Colleges and Secondary Schools, FRED
DIXON, Principal of the John Marshall High School, Richmond,
Virginia.

SPECIAL COMMITTEES

Joint Committee on School and College Relations:

HYMEN ALPERN, Evander Childs High School.
EUGENE F. BRADFORD, Cornell University.
GREVILLE HASLAM, Episcopal Academy.
E. KENNETH SMILEY, Lehigh University.
E. DUNCAN GRIZZELL, University of Pennsylvania, *Chairman*.

Committee on Nominations:

CALVERT N. ELLIS, Juniata College.
M. ELLIS DRAKE, Alfred University.
HELEN C. BAILEY, Philadelphia High School for Girls.
REVEREND EDWARD B. ROONEY, S.J., Jesuit Educational As-
sociation.
LEVERING TYSON, Muhlenberg College, *Chairman*.

GENERAL MEETINGS OF THE ASSOCIATION

FRIDAY, NOVEMBER 24, 1950

Presiding Officer—JOHN F. GUMMERE, Headmaster, William Penn Charter Schools, President of the Association.

10:30 A. M.—GENERAL SESSION.

INVOCATION—REVEREND RAYMOND S. HAUPERT, President, Moravian College.

Annual Meeting. Reports of Officers and Commissions.

Election of Officers.

Higher Education Evaluates Accreditation

E. KENNETH SMILEY, Chairman, Commission on Institutions of Higher Education.

President CLOYD H. MARVIN, George Washington University, Secretary of the National Commission on Accrediting.

FRANK H. BOWLES, Director, College Entrance Examination Board.

Evaluating Secondary Schools in the Decade Ahead

R. D. MATTHEWS, Chairman, Commission on Secondary Schools.

2:30 P. M.—GENERAL SESSION.

Education in the Struggle for Freedom

ALTHEA K. HOTTEL, Dean of Women, University of Pennsylvania; President of the American Association of University Women.

The Role of American Schools and Colleges in the International Crisis

DETLEV W. BRONK, President, The Johns Hopkins University.

7:00 P. M.—DINNER SESSION.

Greetings from Fraternal Delegates

Higher Education: Some Problems and Prospects

OLIVER C. CARMICHAEL, President of the Carnegie Foundation for the Advancement of Teaching.

SATURDAY, NOVEMBER 25, 1950

9:15 A. M.—GENERAL SESSION.

Language and Communications at the Mid-Century

AILEEN TRAVER KITCHIN, Associate Professor of English, Columbia University.

GENERAL SESSION

FRIDAY, NOVEMBER 24, 1950

The sixty-fourth annual convention of the Middle States Association of Colleges and Secondary Schools was called to order at 10:30 A. M. with President John F. Gummere presiding. The invocation was delivered by Reverend Raymond S. Hauptert, President of Moravian College. Dr. Gummere then called on the Secretary of the Association for his report.

REPORT OF THE SECRETARY

KARL G. MILLER

The significant activities of the Middle States Association during the past year will be brought to your attention in the reports which are to follow. Dr. Fowler will indicate that the treasury finished the year in the black, but that the increase in annual membership dues a couple of years ago was by no means over-generous. The Association is now operating with only a small surplus for special contingencies. The reports of the two Commissions will demonstrate that it has been a year of intense activity and real accomplishment.

The Executive Committee of the Association, at its meetings in March and earlier this morning, has been concerned primarily with routine matters and has been confronted with no major problems of policy, with one important exception. A significant proposal for the establishment of a Board of Review to consider appeals from the decisions of the two Commissions has been approved by the Executive Committee and by the Commission on Secondary Schools. It now awaits endorsement by the Commission on Institutions of Higher Education which is to meet tomorrow. If action is favorable, the proposal will be presented to the annual meeting of the Association a year hence as an amendment to the By-Laws, but it is probable that the Board of Review will be set up immediately by authority of the Executive Committee.

It is well known that virtually all accrediting agencies and procedures are under severe criticism at the present time. Later this morning President Cloyd Marvin of George Washington University will speak as Secretary of the National Commission on Accrediting which has been organized to check the arbitrary and unreasonable demands of various accrediting agencies. Some two years ago representatives of the six regional associations which blanket this country met together for the first time and formed the National Committee of Regional Accrediting Agencies for purposes

of closer co-operation and elimination of unnecessary differences, without standardization or uniformity. When it became evident that some associations have long provided a procedure of appeal while others had set up no such machinery, the National Committee unanimously urged that action be taken and announced by all regional associations. The Middle States Association has never authorized a procedure of appeal and those who have been in close contact with the activities of our two Commissions recognize no demand for such provision. There is no way of proving, however, that if a Board of Review had been available during the past ten years it might not have been the busiest agency of the Association. The Executive Committee and the members of the two Commissions have therefore deemed it advisable to comply with the recommendation of the National Committee of Regional Accrediting Agencies and provide an appeal procedure.

The proposal now under consideration is for the establishment of a Board of Review of seven members, including the Vice-President of the Association as chairman, and the six elected members of the Executive Committee who represent the six geographical units served by the Middle States Association. All seven members of the Board of Review will, therefore, have been directly elected by the Association and will provide full geographical coverage. The Chairman of the appropriate Commission will meet with the Board but will have no vote. It is proposed that the Board of Review may either affirm the decision of a Commission or request reconsideration; it will not have the authority to reverse any action taken by a Commission.

If such a Board of Review had been functioning during the past year it would have included two college presidents, two high school principals, the registrar of an important university, the headmistress of a well-known independent school, and an officer of a state department of education; a group truly representative of the varied interests of the membership of the Middle States Association.

I wish to report that President Levering Tyson served as our fraternal delegate at the annual meetings of the New England Association at Houston, Texas, in December 1949. President John Dr. Ira Kraybill was our delegate to the convention of the Southern Association at Houston, Texas, in December 1949. President John F. Gummere of the Middle States Association attended the meetings of the North Central Association in Chicago in March 1950. I might also inform you that within the next couple of weeks Father Meade will be our fraternal delegate to the New England Association and Dr. Gummere will go to Richmond, Virginia, for the meetings of the Southern Association. For the first time the Middle

States Association will be privileged to send a fraternal delegate to the convention of the Northwest Association of Secondary and Higher Schools, to be held in Spokane, Washington, in the person of Dr. Frank Bowles. President Tyson, Dean Doyle and your Secretary have served as representatives of the Middle States Association on the American Council on Education but Dr. Burton Fowler was our representative at the annual meeting of the American Council in Chicago in May 1950. Dr. E. K. Smiley, Mr. Ewald B. Nyquist and your Secretary have served as members of the National Committee of Regional Accrediting Agencies, which has held meetings in Washington and Chicago during the past year.

In addition, Dean Doyle represented the Association at a conference on Federal Scholarships and Fellowships in Washington in December 1949; President Earle Hawkins was our representative at the conference on Teacher Education and Professional Standards in Washington in January 1950; your Secretary attended the inauguration of Dr. H. Sherman Oberly as President of Roanoke College in April 1950; Dr. Matthews was our representative at the National Conference on Higher Education of the National Education Association in Chicago in April 1950; Dr. Weir C. Ketler was our delegate at the installation of Charles Marston Lee as President of Geneva College in April 1950; Miss Irene Davis represented the Association at the convention of the National Association of Collegiate Registrars and Admissions Officers in San Francisco in April 1950; Dr. Tyson attended the inauguration of Milton Eisenhower as President of The Pennsylvania State College in October 1950; Father Meade was our representative at special ceremonies at St. Bonaventure University in October 1950; Dr. Whitaker attended the inauguration of Dr. John Christian Warner as President of Carnegie Institute of Technology in October 1950; and Dr. Tillinghast represented the Association at the Fiftieth Anniversary celebration of the Hackney School in November 1950.

MR. PRESIDENT, that concludes the report of the Secretary who now asks permission to present a minute in memory of Dr. Charles Henry Breed, a former president of the Association. I may say that because of my affection for Dr. Breed I took upon myself the privilege of preparing this minute in his memory.

A MINUTE IN APPRECIATION OF CHARLES HENRY BREED

The Middle States Association lost one of its most faithful and active adherents in the death on July 30th of Dr. Charles Henry Breed in his seventy-fifth year. Born in Pittsburgh, he prepared

for college at the Shady Side Academy and was a member of the Class of 1899 at Princeton. Immediately following graduation he became Master in Latin at the Lawrenceville School and held that post for almost twenty-five years. Dr. Breed then left the area of the Middle States briefly to organize and serve as the first headmaster of the Country Day School of Providence, Rhode Island. He returned to us in 1927 and was the beloved headmaster of Blair Academy until his retirement in July, 1946.

Dr. Breed was elected a member of the Commission on Secondary Schools of the Middle States Association in 1934 and continued to give valued service to the Commission until his retirement. He became Vice-President of the Association in 1939 and was elected President just ten years ago. He discharged the duties of that office gracefully and effectively during the year 1940-41, and has been an honorary member of the Middle States Association since 1946.

Charles Henry Breed was a man of many interests and wide accomplishment. He will long be remembered as a devoted Princetonian, as an inspiring teacher, as a great and good headmaster, as an experienced traveler and superb photographer, and as an outstanding leader in the affairs of the Middle States Association. But to those who knew him well, the indelible impression is of a warm, human, and truly delightful personality. His every friend mourns his loss far beyond the formal expression of a resolution of sorrow at his passing.

ANNUAL REPORT OF THE TREASURER

September 1, 1949 to August 31, 1950

Balance in Checking Account, September 1, 1949	\$5,646.74
Balance in Savings Account, September 1, 1949	106.38
U. S. Savings Bonds, Series "G"	4,000.00

Receipts

Dues	\$17,625.00
School Evaluation Fees	5,080.00
College Inspection Fees	6,787.91
Miscellaneous Income	84.85
Interest—U. S. Savings Bonds	150.00

\$29,727.76*Expenditures*

Annual Convention Expenses	1,064.49
Annual Proceedings	2,193.84
Executive Committee Meetings	138.29
Expenses to Regional Meetings	553.18
Expenses to Other Meetings	167.66
Expenses, National Committee	372.69
Miscellaneous	214.46

4,704.61

Secretary's Office

Honorarium and Salary	1,189.52
Correspondence and Printing	61.83

1,251.35

Treasurer's Office

Honorarium and Salaries	925.00
Notary and Postage	100.00
Correspondence and Printing	51.35
Bonding, Safe Deposit	31.00

1,107.35

Commission on Higher Institutions

Honorarium and Salary	1,250.00
Correspondence, Printing, etc.	850.79
Equipment	508.84
Commission Meetings	1,334.43
Inspections	6,050.54

9,994.60

Commission on Secondary Schools

Honorarium and Salaries	9,074.65
Correspondence, Printing, Telephone	824.27
Equipment	796.07
Travel, Evaluation	544.54
Miscellaneous	397.83

11,637.36\$28,695.27

Operating Profit, 1949-50	1,032.49
Balance in Checking Account, August 31, 1950	\$2,678.25
Balance in Savings Account, August 31, 1950	107.36
U. S. Savings Bonds, Series "G"	8,000.00

BURTON P. FOWLER,
Treasurer.

AUDITORS' REPORT

October 20, 1950

To the Officers of
Middle States Association of
Colleges and Secondary Schools
Philadelphia, Pennsylvania

Dear Sirs:

We have completed at your request an examination of the books and records of Burton P. Fowler, Treasurer of the Middle States Association of Colleges and Secondary Schools for the fiscal year ended August 31, 1950, and we present herewith an Exhibit showing the receipts and expenditures during the period, together with the balances in cash and investment accounts as of the beginning and ending of the year September 1, 1949 to August 31, 1950.

Cash received and deposited, as recorded in your books, agrees with the statements received from the Girard Trust Company.

Expenditures, as recorded, were supported by vouchers on file in your office and all cancelled checks were examined by us for proper signature and endorsement.

We found the books to be well kept, and wish to express our appreciation for the courtesies extended to us during our examination.

Respectfully submitted

ROY A. WRIGHT AND COMPANY
(signed) Roy A. Wright

REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

EWALD B. NYQUIST, *Secretary*

On behalf of the Commission on Institutions of Higher Education, I present the actions taken by the Commission on evaluation reports made on member and non-member institutions since the last and previous annual Association meeting. These actions are only to be reported for the minutes and they require no formal approval by the general assembly of the Association.

The following institutions were evaluated by the Commission, voted accreditation and are therefore new members of the Association:

Accredited as of November 1949

United States Merchant Marine Academy, Kings Point, Long Island, New York.

United States Military Academy, West Point, New York.

Accredited as of April 1950

State Teachers College, Millersville, Pennsylvania.

State Teachers College, East Stroudsburg, Pennsylvania.

State Teachers College, Bloomsburg, Pennsylvania.

State Teachers College, Oswego, New York.

State Teachers College, New Paltz, New York.

Pratt Institute, Brooklyn, New York.

Montgomery Junior College, Bethesda, Maryland.

Wesley Junior College, Dover, Delaware.

Lycoming College, Williamsport, Pennsylvania (formerly approved as a junior college).

The following member institutions were re-evaluated and continued on the membership list of the Association:

Franklin and Marshall College, Lancaster, Pennsylvania.

Washington Missionary College, Washington, D. C.

Villanova College, Villanova, Pennsylvania.

Seton Hall College, South Orange, New Jersey.

Cedar Crest College, Allentown, Pennsylvania.

Seton Hill College, Greensburg, Pennsylvania.

Trinity College, Washington, D. C.

Briarcliff Junior College, Briarcliff Manor, New York

Lebanon Valley College, Annville, Pennsylvania.

College of Notre Dame of Maryland, Baltimore, Maryland.

As you know, it is the established policy of the Commission to re-evaluate member institutions every twelve years.

The following institution was evaluated and formally dropped from the membership list of the Association:

Delaware State College, Dover, Delaware.

You will remember that Mr. Frank H. Bowles indicated to the Association at the annual meeting in 1949 that he would resign the Chairmanship of the Commission on Institutions of Higher Education within the year. His resignation as Chairman was presented at the April meeting of the Commission and became effective at the end of that meeting.

On behalf of the Commission, I should like to report the resolution which the Commission adopted unanimously at that time. It gives me particular personal satisfaction and a great deal of pleasure on behalf of the Commission to do so.

"The members of the Commission on Institutions of Higher Education express to Frank Bowles their regret that his long period of service as an officer of the Commission has come to an end.

"As Secretary of the Commission for many years and later as its Chairman, his dynamic leadership, constructive imagination, unselfish devotion, and his skill and wit as a presiding officer have been invaluable to the Commission and the Association and have left their impress on higher education in the Middle States.

"The action of the Association in electing him to honorary membership on the Commission was not only an acknowledgment of services rendered but also notice that the Commission intends to continue to call on him for active participation in its deliberations for a long time to come."

MR. CHAIRMAN, may I suggest the adoption of this resolution by the general assembly of the Association at the close of my report.

As a final word in the Secretary's report, may I announce the name of the new Chairman of the Commission, Dr. E. Kenneth Smiley, Vice-President of Lehigh University, and introduce him to you. He will make further report to you for the Commission.

REPORT OF THE CHAIRMAN OF THE COMMISSION

E. KENNETH SMILEY, Lehigh University

MR. PRESIDENT, MEMBERS OF THE ASSOCIATION: I am convinced that my most significant contribution to the business of this Association today, and certainly my most pleasant privilege, has been to vote for the adoption of the resolution expressing the appreciation of this Association to Frank Bowles for his leadership of the Commission on Institutions of Higher Education and for his statesmanlike contributions to education far beyond the geographical boundaries

of the Association which he has served with such distinction. The Commission and the member institutions of this Association will long benefit from the constructive work which he has accomplished.

As Mr. Nyquist has reported to you, the Commission has visited eleven new institutions during the year just completed and has re-evaluated twelve member institutions, including New York University, perhaps the largest and most complex institution ever inspected and evaluated in its complete structure by any of the regional accrediting agencies. Earlier this month your Commission visited Fordham University in furtherance of the plan to include one institution of complex organization each year. Arrangements have been made for visiting twenty-eight or thirty additional institutions during the year 1951.

Probably the most challenging project ever undertaken by a regional accrediting association was launched during recent weeks when preliminary arrangements were completed for the inspection and evaluation of the State University of New York. With the full cooperation of Dr. Eurich, the President of this far flung educational empire, and with the benefit of experience gained in the inspection of New York University and Fordham University, the Commission is proceeding to lay its plans for accomplishing a task of unprecedented magnitude.

The members of the Commission have been gratified by the extent to which the National Committee of Regional Accrediting Agencies has moved toward a more effective cooperation among the several regional associations and by the extent to which the committee has enabled each association to become better informed as to experiences of similar associations in other parts of the country. The Chairman of your Commission participated in a joint conference of the National Commission of Regional Accrediting Associations and the National Commission on Accrediting called in Chicago in late October. I am happy to report that many expressed fears of inimical relationships between the Commission and the regional accrediting associations appear to be without substantial cause.

Last year Mr. Bowles reported to this Association that the organization of the Commission on Institutions of Higher Education as has been constituted, was not adequate to cope with the increasing load and that study of the necessary changes in organization and procedures were then under way under the direction of Dean Henry Grattan Doyle. As a result of this study and with the approval of your executive committee, your Commission now recommends a revision in the by-laws of the Association to provide for an increase in the number of elected members of the Commission from twelve to fifteen, formal authorization for the election of a vice-chairman

of the Commission, and a limitation of service on the Commission to two three-year terms except for the officers of the Commission. On behalf of the Commission, Mr. Chairman, I move you that By-Law 1 of the Middle States Association of Colleges and Secondary Schools be amended to read as follows:

"The Commission on Institutions of Higher Education shall consist of seventeen persons, fifteen to be elected with consideration of geographical and institutional distribution in addition to the president and secretary of the association, ex-officio. Five members shall be elected annually by vote of the association to serve for terms of three years each. The commission shall elect its own chairman, vice-chairman, and secretary. No elected member of the commission shall serve continuously for more than two three-year terms, except that this limitation shall not apply to the three officers of the commission; namely, the chairman, the vice-chairman, and the secretary. The duties of the Commission on Institutions of Higher Education shall be:

a. To recommend to the Association from time to time such changes in its approved standards for the accreditation of institutions of higher education as may be desirable, especially such modifications as will keep the standards in harmony with generally accepted standards for institutions of higher education and promote consistent growth in the educational usefulness of member institutions.

b. To adopt from time to time lists of accredited institutions of higher learning in accordance with the standards accepted by this association."

Mr. Chairman, with full respect for the democratic processes but with an equally full confidence in the sympathetic support of this Association, the Commission on Institutions of Higher Education has elected as vice-chairman, President Paul D. Shafer of Packer Collegiate Institute.

It would be seriously recreant of the chairman of the Commission to complete this report without expressing to the member institutions of the Association the deep gratitude of the members of the Commission for the generous contributions of volunteer visitors and inspectors made available by the member institutions of this Association. It is essentially the work of these volunteer inspectors which has made possible the significant advances in accrediting procedures demonstrated by the Middle States Association under the program inaugurated in 1946. There is abundant evidence to warrant my assurance that the member institutions of this Association have earned the gratitude not only of your Commission, not only of the institutions which have benefited by the counsel and constructive

criticisms of these capable inspectors, but of education throughout the whole area served by the six regional accrediting associations.

PRESIDENT GUMMERE: The Constitution of the Association under Article XI provides that the By-Laws may be altered upon recommendation of the Executive Committee at any regular meeting by a majority vote of the institutions represented at the meeting. The Executive Committee has recommended that By-Law 1 which deals with the membership and duties of the Commission on Institutions of Higher Education be amended as proposed by Dr. Smiley. I should like to put before you for final vote the adoption of this recommended By-Law 1. Is there any discussion? I hear no discussion and will therefore entertain a motion for adoption. (The motion was duly made and seconded and unanimously carried.)

REPORT OF THE COMMISSION ON SECONDARY SCHOOLS

R. D. MATTHEWS, University of Pennsylvania, *Chairman*

PRESIDENT GUMMERE, MEMBERS AND FRIENDS OF THE MIDDLE STATES ASSOCIATION: A few weeks ago when your Secretary requested a topic for the informal discussion which follows this meeting, the topic "Evaluating Secondary Schools in the Decade Ahead" seemed a good one. At the moment the appropriateness of that title is not so clear. There are storm warnings appearing and perhaps it would be better to direct attention to a shorter period of time.

Those of you who read the Washington papers may have been startled on November 8 and 9 to see that the standards for accreditation of schools in the Middle States Association had been changed without your knowing anything about it. These reports were in error.

Your commission on Secondary Schools is still using the standards which you approved in 1946. The confusion developed because of the appearance of the 1950 Edition of the *Evaluative Criteria* which someone considered to be the standards of the Middle States Association. A reporter who was present apparently misunderstood some terms which were used in the discussion of these new materials.

The major point at issue appears to be that some readers of the new criteria believe that a major change has been introduced whereby the philosophy and objectives of a school no longer are important in the evaluation of a school and that the evaluation is related solely to the formally stated "Education Needs of Youth." If the members of a school staff think that these needs are not the most important needs of youth they may feel that they are severely

penalized in the evaluation of their school. Although some who study the new material may think that this is true no such radical change was intended in this revision. The soundness of the fundamental idea that a school should be evaluated in terms of its philosophy and objectives and the needs of its pupils has not been questioned in spite of certain changes in format and a title of one section. Visiting committees are still expected to judge a school on the basis of the school's philosophy and objectives and the needs of the pupils and community. It is true that less emphasis on this point of view is given in the new manual but it was thought unnecessary to repeat so much discussion from the 1940 Edition. This decision was apparently in error if one may judge from the reactions so far received. It will be necessary apparently to call the attention of chairmen of visiting committees in schools using the new materials to the fact that there has been no change on this very important point. Number one of our Standards for Secondary Schools states, "It is essential for each secondary school to have a carefully formulated educational philosophy. This philosophy should be concerned with the full development of human personality in harmony with the spirit and principles of American Democracy. Within the limits of this ideal, each school should be free to determine its own philosophy. This philosophy should be made explicit in a statement of definite objectives, determined by the needs and demands of youth and community." This standard is still in effect.

A second disturbing fact to report is that schools which have not carried out an evaluation during the period 1940 to 1950 have been dropped from the list of accredited schools. These schools were warned last year, after several years of negotiations, that such action would be necessary in accordance with the decision of the Association. We regret the loss of these schools but no alternative seemed possible. Most of these schools were in the largest city in this area and the failure to meet the requirements of the Association was reported to be an inability to finance the evaluations.

Somewhat more than one-half the schools to be evaluated during 1950-51 will be using the new materials. The experience during this year should help in arriving at a decision as to the use of the 1950 Edition in the decade ahead.

Dr. Kraybill, the Executive Secretary of the Commission on Secondary Schools, will give the detailed report of the work of the Commission during the past year.

REPORT OF THE EXECUTIVE SECRETARY OF
THE COMMISSION

IRA R. KRAYBILL

MR. PRESIDENT, LADIES AND GENTLEMEN: It will take me but a few minutes to report somewhat specifically on the evaluation and accreditation program of the Commission on Secondary Schools. It has been a busy year. Ninety-eight schools were visited by committees and more than three hundred schools were considered at the annual meeting of the Commission. The function of the office staff of the Commission is to prepare information so that the Commission may act wisely when it makes decisions. This work could not be done were it not for the outstanding cooperation which we, in this office, receive from a great many people. More than thirteen hundred people participated in school visitation for three days. We have not attempted to estimate the number of teachers who were involved in preparing the Criteria for use by these visiting committees. Hundreds of interim reports were requested and received by the Commission. The cooperation of principals and of members of staffs on these schools was all a part of the cooperative effort which secondary school people are making all the time in the Middle States. I cannot fail to call attention to the help which we received from the members of the six State Advisory Committees—every appointed member of these committees attended the meetings; nor of the work of the Commission itself, all of whose members except one attended the meeting. The one member who was not present had other official duties in Europe.

I am certain that all these professional people were thinking of accreditation not as a somewhat mechanical process, but of the stimulation which the use of the Evaluative Criteria has given to secondary education in the Middle Atlantic States. I wish there were time to tell you of the enthusiastic responses which we get almost unanimously from those whom we ask for voluntary service in what we think of primarily as a stimulation of the program of secondary schools.

I should like to say just a word about the way in which committees are appointed. Almost daily, requests come to the office for service on the committees. We make every effort to grant these requests, but those which are received after schools open cannot all be granted because, for the efficient operation of the office, we must nominate committees at a time when the office staff is not occupied with immediate pressing duties. So far as possible, these committees were set up last summer. In nominating a committee, we try to get the widest possible experience. We believe that it is good for

public school people to visit private schools, for private school people to visit public schools, for administrators and teachers in city systems to visit rural high schools and vice-versa. We think it is a valuable experience for members of college staffs to serve on these committees. With a few exceptions, we have found that people who visit types of schools different from those in which they serve, are even more sympathetic and understanding than when they visit schools like their own.

As Dr. Matthews has said, we have now reached the point when we think all schools that remain on the list have done a self-evaluation which has been followed by a committee visit. Thirty-seven schools have been removed from the list. This figure, however, should be analyzed a bit. In looking over the reasons for these removals, we find that four schools were discontinued, one was removed for not meeting standards, and five schools frankly said that they were so weak that they could not go through the process of evaluation with any confidence that they might remain on the list. They, therefore, preferred not to undergo the ordeal. That leaves twenty-seven schools out of nearly eight hundred who said "No" to the process of evaluation. To balance this, it should be noted, however, that twenty-seven new schools have been added to the list. Had anyone said five years ago that only twenty-seven schools out of about seven or eight hundred would not wish to undergo the process of evaluation, some of us would have been greatly encouraged.

From this time forward, we can assume that each school on the List of Accredited Schools has been visited by a committee after a comprehensive self-evaluation. Not all schools on the list will be equally good, but we do think that it is a list which colleges can use with confidence in dealing with schools. If this will help to encourage direct relationships between schools and colleges, valuable results should follow. Necessary and useful as the results of tests and factual information always are, nothing can take the place of the confidence that should exist between the heads of schools and the admissions officers of the colleges. If the work which we are doing will continue to encourage such mutual confidence, we shall indeed be grateful.

ANALYSIS OF ACCREDITED SECONDARY SCHOOLS NOVEMBER 1950

	New Schools Considered	New Schools Accredited	New Schools Not Accredited	Old Schools Considered	Old Schools Accredited	Old Schools Dropped	Total Considered	Total Accredited	Old Schools Not Considered	Total Schools on Accredited List—January 1951
Delaware	1	1	—	15	15	—	16	16	12	28
Washington, D. C.	—	—	—	14	13	1	14	13	17	30
Maryland	3	2	1	15	14	1	18	16	35	51
New Jersey	3	3	—	68	67	1	71	70	118	188
New York	8	7	1	76	50	26	84	55	83	140
Panama Canal Zone	—	—	—	2	2	—	2	2	—	2
Pennsylvania	17	14	3	133	125	8	150	139	189	328
Europe	—	—	—	1	1	—	1	1	—	1
Totals	32	27	5	324	287	37	356	312	454	768

REPORT OF THE JOINT COMMITTEE ON SCHOOL AND COLLEGE RELATIONS

E. D. GRIZZELL, University of Pennsylvania, *Chairman*

MR. PRESIDENT, LADIES AND GENTLEMEN: The report is a short one. There was no meeting of the Committee in view of the fact that the Committee meets only when there are matters of business for consideration. None have been referred to the Committee this year.

I would like to report the achievement, however, of some of the previous recommendations. The first one has to do with the evaluation of four-year junior colleges. It was recommended two years ago that consideration be given to a joint evaluating committee of the two Commissions. That is being provided for this year in one school.

I should like to report also that the problem regarding multiple choice of colleges required during the post-war period, has been resolved so that it is now no longer a problem.

One other matter I think deserves to be brought to the attention of the Association. Since this is a Committee on School and College

Relations, I feel that it would be of great interest to the Association to know that the educational conference which is sponsored annually by organizations such as the Educational Records Bureau and the American Council on Education, has a report, probably ready for publication, the title of which is "College Admissions Policies". It is based upon a study of the policies and the reactions of 1100 colleges and 2200 secondary schools.

REPORT OF THE NOMINATING COMMITTEE

The report of the Nominating Committee was presented by Levering Tyson, President of Muhlenberg College. The other members of the committee were Helen C. Bailey, Philadelphia High School for Girls; M. Ellis Drake, Alfred University; Calbert N. Ellis, Juniata College; and Reverend Edward B. Rooney, S.J., Jesuit Educational Association.

The nominations included: for President, Reverend Francis L. Meade, President, Niagara University, Niagara Falls, New York; for Vice-President, Lester W. Nelson, Principal, Scarsdale High School, Scarsdale, New York; for Secretary, Karl G. Miller, Dean, University of Pennsylvania, Philadelphia; for Treasurer, Burton P. Fowler, Principal, Germantown Friends School, Philadelphia; as members of the Executive Committee: John Shilling, Assistant Superintendent of Public Instruction, Dover, Delaware; Nathaniel A. Danowsky, Principal, Western High School, Washington, D. C.; Harold F. Cotterman, Dean of the Faculty, University of Maryland, College Park, Maryland; Lemuel R. Johnston, Principal, Clifford J. Scott High School, East Orange, New Jersey; Mother Eleanor M. O'Byrne, President, Manhattanville College of the Sacred Heart, New York; Rosamund Cross, Headmistress, The Baldwin School, Bryn Mawr, Pennsylvania.

For the Commission on Institutions of Higher Education, term to expire in 1951: Ewald B. Nyquist, Columbia University, Secretary of the Commission; term to expire in 1952: Earle T. Hawkins, President, State Teachers College, Towson, Maryland; terms to expire in 1953: E. Kenneth Smiley, Vice-President, Lehigh University, Bethlehem, Pennsylvania; Sarah Gibson Blanding, President, Vassar College, Poughkeepsie, New York; J. C. Warner, President, Carnegie Institute of Technology, Pittsburgh, Pennsylvania; Edward W. Seay, President, Centenary Junior College, Hackettstown, New Jersey; Henry Grattan Doyle, Dean, George Washington University, Washington, D. C.; Honorary Membership: Robert C. Clothier, President, Rutgers University; H. A. Sprague, President, New

Jersey State Teachers College, Upper Montclair; Eugene F. Bradford, Registrar, Cornell University.

For the Commission on Secondary Schools, terms to expire in 1952: Greville Haslam, Headmaster, Episcopal Academy, Philadelphia; Mrs. Ordway Tead, President, Briarcliff Junior College, Briarcliff Manor, New York; Charles W. Bush, Director of Admissions, University of Delaware, Newark, Delaware.

For honorary membership in the Association, Galen Jones, United States Office of Education, Washington, D. C.

There being no further nominations from the floor, it was moved that the Secretary be instructed to cast a ballot for the nominees as presented. The motion was seconded and unanimously passed.

HIGHER EDUCATION EVALUATES ACCREDITATION

E. KENNETH SMILEY, *Vice-President*, Lehigh University

During the year just completed your Commission on Institutions of Higher Education have sought ways and means to improve procedures established in broad outline with the adoption of the new program of accreditation in the Middle States Association in 1946. While no basic change in the structure of the program seems indicated, it has become increasingly apparent that more work has been involved than could be accomplished by the individuals which comprised the Commission. Accordingly, the size of the Commission was increased by action of the Association this morning.

During the summer, the officers of your Commission constituted a special committee to review and, where necessary, revise the published standards for accreditation and the questionnaire submitted by institutions seeking re-evaluation or accreditation. The revisions proposed by that committee are in the main editorial changes looking to simplification and clarification of the respective statements. In particular, the revised standards are somewhat more specific in emphasizing the necessity of a minimum of two years of higher education in the liberal arts and sciences, and several references to professional fields have been eliminated or subordinated to avoid any implication that professional training may be substituted for the basic work in liberal arts and sciences under the Commission's interpretation of eligibility for membership in this association. The standards now avoid quantitative requirements in stating the minimum number of students required for eligibility and state instead that the enrollment must be sufficiently large to make possible the continuance of a cohesive and well-planned program. The questionnaire has been

modified to reduce the clerical work necessary to provide information for the use of the visiting committee. For instance, it is no longer required that an institution prepare a complete professional biography of each member of the faculty to be included in the questionnaire.

Visiting committees and members of the Commission have noted recent and substantial increases in the number of institutions offering work leading to graduate degrees. Because the conditions under which graduate work is increasing so rapidly are widely diverse, we have asked a special committee to study the whole question of graduate work as it affects the responsibilities of this Commission and to make recommendations to the Commission in the event that further consideration or action is indicated.

The Commission itself is giving serious consideration to the ever present question of eligibility for membership in this association. Members of the association are fairly specific in their understanding of the meaning and implications of the term Higher Education. There are in the area of the Middle States Association, however, a not inconsiderable number of institutions dedicated to and performing highly useful and significant programs of training in specialized skills and in specialized areas. Several of these institutions are seeking membership in the association. Under our present concepts of higher education, they do not qualify for membership. In some instances, it seems likely that these institutions might reduce their effectiveness were they to attempt to add such programs in liberal arts and sciences as would be necessary to qualify them for membership in the association. The Commission is giving serious study to the basic questions involved in attempts to differentiate between higher education and post-secondary school training. We are keenly aware of the somewhat startling conclusions which may emerge from such attempts to define higher education specifically. We recognize that almost immediately there is established a dichotomy between learning for learning's sake and training in the use of specialized knowledge and technical skills. We see the possibility that such well-established educational programs as those constituting the learned professions, law, medicine, and the ministry might be classified as applied training rather than furthering and extending the boundaries of knowledge. We anticipate no pat answers; we hope for no simple solutions to these questions. We believe that we are committed to continuing study of all possible methods of "mutual encouragement and helpfulness" looking to the "improvement of educational programs and facilities and the broadening of educational opportunity".

Finally, the Commission is mindful of the responsibility which it bears as the elected representatives of the colleges and universities

of the Middle States Association. The Commission, unlike many agencies in the field of accreditation, is not a self-perpetuating group nor is it the agent of specialized interests within the colleges and universities. The Commission is rather the creature of the institutions themselves and is concerned with institutional problems and welfare rather than the development of a single department or segment of an institution. We have been most gratified by the extent to which our work has been furthered and strengthened by the cooperation of representatives of special professional interests such as nurses training, library training and engineering. Most recently, and most significantly, the State Education Department of the State of New York has indicated its interest in accepting the reports on inspections of the several regional associations in lieu of conducting independent inspections except in professional schools and except in the state of New York where the Department is required by state statute to inspect institutions of higher education. Within New York state the Department will cooperate with the Middle States Association by designating one member to accompany Middle States inspecting teams and thus eliminate the separate inspection.

That the problem of accreditation has assumed major proportions is unquestioned by any member of this Association and is evidenced by the attention which it has commanded from leaders in the educational world. Many of the members of the Middle States Association are also members of the recently organized National Commission on Accrediting, a Commission called into being and administered by some of the most distinguished figures in educational administration. I am happy to present to you, Dr. Cloyd Heck Marvin, President of George Washington University, and Secretary of the National Commission on Accrediting.

HIGHER EDUCATION EVALUATES ACCREDITATION

CLOYD H. MARVIN, *President*, George Washington University

You have graciously asked me to talk on the subject, "The College and Accrediting". I appreciate the privilege of talking with you on a subject so vital to us all. It is evident from the program that I am to set the stage for two of your leaders who have something very specific to tell you about the Middle States accrediting program. Along with you, I am looking forward to what they have to say. We all find ourselves, as we read the numerous arguments in favor of and objecting to accrediting, like Sinbad the Sailor, not knowing which diamonds to pick up out of the sands

of the desert valley, and having picked up those finally chosen, not knowing how to get them out of the valley.

But there is one starting point in which every president of an institution of higher learning and every member of its faculty are in agreement. University people believe that the faculty of the college should be free to organize and direct its educational offerings. They believe that our institutions cannot function as trusted, free institutions of higher learning unless they are kept free from the interference of outside organizations that try to tell us what we must teach.

In any discussion of accrediting, it is difficult to define and establish the place of the accrediting agency. Were this not true, the discussions of the blessings and of the limitations of accrediting which started in the passing days of the 19th century would have produced mutual understandings of the place of such agencies long before this time.

It is evident from the correspondence that is upon my desk that there are yet a few colleges that are aware of the problems attending upon accrediting. Six hundred and forty colleges and universities (out of a possible 673), by joining the Commission within six months after its organization, have said, "There are problems attending upon accrediting. We should like to have them defined specifically, and we should like to know how they can be answered." This is the task that you have set for your National Commission on Accrediting.

From the beginning let us understand that your Commission cannot define or solve these problems without your help and your backing, and without the cooperation of the accrediting agencies themselves. Already the Commission has under way two major studies, the results of which we hope will bring us the definitions and the answers you want. The first study being undertaken is an analysis of the state and Federal Statutes that give the bases upon which governmental accrediting of the work of our institutions of higher learning is carried out. The second study being undertaken is an analysis of the voluntary national, regional, professional, and honorary agencies which set up standards which our colleges and universities must meet if we are to be approved and put on a "white list". The first study is well under way. It is being made by a committee of members of the Law School of The George Washington University. As soon as it is completed the materials gathered will be put into the hands of the presidents of our colleges and universities for study and recommendation. This study is important as many professional groups have had established on the

statute books of our states and in the Federal Government, laws and executive rulings that impose restrictions upon our educational programs. But, it is not of this area of thinking that my words are to treat. It is with the voluntary accrediting agencies that this discussion will attempt to deal. Some agencies are set up by professional groups. Some agencies are set up by colleges and universities, and some agencies of a hybrid origin are set up by both professional and educational groups.

A college or university is presented with the following arguments, which are said to support accrediting agencies. (1) "They have aided institutions to maintain high standards both in the liberal arts and in the professional fields. (2) They have protected society against incompetent professional practitioners. (3) They have provided a means whereby parents and students may make intelligent selection of institutions of recognized standing. (4) They have facilitated the transfer of students from one institution to another. (5) They have stimulated institutions to engage in experimentation and self-evaluation. (6) They have protected institutions from undue political interference. (7) They have protected society against educational frauds."¹ To this list I add (8) They have limited the number of students in selected professional fields of study, thus raising the quality of professional work. (9) They have aided administrations to get funds for the advancement of professional education. Then I am afraid there is another argument that should be mentioned, too many of us as presidents (I should know, for I have had a responsible part in getting three institutions accredited), like the impressive feeling of the phrase, "we are accredited", as it rolls off the end of our tongues.

Before the National Commission's studies are over, it will have had time to pick out the fallacious assumptions and wrongly used syllogisms from these underwriting arguments. But, I can assure you that a president, when one of his professional deans, backed by a professional organization and a goodly number of eager professional alumni, shove him into the accrediting of some division of his institution, instinctively has an unassured feeling. The accrediting in all too many instances seems to be calling for the exchange of significant amounts of academic freedom for measures that enhance the professional and too often the economic status of a select group. But the president faces pressure selling of the guild and the social pressure that has been built up by education of the public which makes it feel that "accredited work" and the best in education are the same.

¹ Select papers, American Council on Education.

At this point, a college or university president, if his misgivings continue, turns to one of the leading organizations from whom he should receive the best educational counsel for arguments to support him, and this is what that organization tells him.

"Some of these practical problems are the result of two distinct and incompatible philosophies of accreditation. The one philosophy is based on the principle that educators—that is to say the official administrative representatives of the institutions concerned—should determine the purposes of accreditation, the criteria to be employed, and the procedures to be followed in evaluating institutions. The contrary philosophy holds that the members of a profession should set the standards for professional education in their respective fields and that the quality of education for admission to a particular profession should be determined by members of the profession. This concept places each professional organization that is engaged in accreditation in the position of bringing pressure to bear on the chief administrative officers of an institution to organize and administer the institution's program of professional education in accordance with the demands of the profession itself. In several instances attempts have been made to reconcile these points of view by the appointment of representatives from each point of view to controlling commissions or committees of accrediting agencies." Of what help to the college president are these words describing the horns of the dilemma?

A study of the objectives and means of accrediting groups does not support the first contention of the dilemma that official administrative representatives alone determine the purposes of accreditation. It is fortunate that it does not, for such a plan could not be good educational practice. In the plan of education our colleges and universities espouse, the professor is responsible for the subject he teaches, and the faculty for the way it is organized into the curriculum. The faculties constituted of professors, then, should have the large part in setting educational objectives and determining the means of reaching them. Now, concerning the other horn of the dilemma. There are many instances wherein members of a profession set the standards for professional education in their respective fields, and wherein the quality of education is determined by the self-same members of the profession. Thus the subject matter and the ways and the means of education are controlled. Such infusing action interferes with educational programs of the faculties, and more, it is tending to make the college or university an agent to carry out the professional and economic objectives of the guild group in question.

At this point, it would seem that the following items should be considered. Has the Governing Board of a college or university the right to vote to give away its control of the educational program, the administration of its fiscal program, and the direction of its physical plant, to gain a "white listing" for one division of the college or university? A State Charter grants powers and privileges to the Governing Board of the college or university. The flow of administrative responsibility thus granted is to faculties and support of the work of the faculties. There should be no interruption of this relationship by the insertion of a program formulated by agencies outside of the institution. These outside agencies, in extreme instances, stand in lieu of, and give orders for, the Board, and in this way represent the faculty concerned. Divided authority and responsibility are not acceptable.

Again the question is raised, has the college or university the right to yield to pressure groups that righteously (all groups are righteous, if their objectives are accepted), demand the lion's share of the institution's resources for the development of one part of the institution? Under such conditions the faculties of the institution have no say as to what educational priorities are to be granted, and what sacrifices are to be made. They are told how to conduct their overall program by the demands of a specialized program, this demand exacted for one faculty unit by an outside group.

You will recognize that these points are formulated so that they are antagonistic to accrediting. I have dealt in this manner with extremes to bring out the fact that in no studies of the means of accrediting have definitions been set up that make clear either the objectives or the means of reaching those objectives, to the end of keeping the institution of higher learning free and autonomous.

The maintenance of the freedom of our colleges and universities to carry on their educational programs as their faculties desire, is the starting place for the National Commission studies of accrediting. Our institutions, in order to protect higher education, first created accrediting groups and these have grown in strength until in some instances they have almost forgotten that they are creatures of the universities they serve. They refer very little to the administrations or the faculties of the institutions they represent; that is, until after the rulings have been passed and the institution is asked to abide by the ruling.

There is another extreme with which we must deal, and that is where professional groups outside of the colleges or universities have set up accrediting standards without reference to the faculties which they impose upon the institutions. Between these extremes,

there are various combinations of professional men, professional organizations, and faculty men organized for the setting of standards in our institutions and as they all say in stating their objectives, for professional betterment. Against these organized professional groups, which we must acknowledge have worked with the spirit of their day, the college administration, representing the faculties, could do little, as one president has expressed it, but "go along".

But as the system of higher education has grown into maturity, there is less and less need for the control of minimum standards, especially quantitative standards. The result is that faculties and administrative officers have become more and more restive under, and vocal about, the abuses of accrediting. This is well illustrated by the action of the Association of American Universities in dropping its accredited list. Unable to meet the incoming tide of "white listing" in the days since the early 1900's, the officers and faculties of our colleges and universities make their attitude of resistance known by writing such arguments as:

(1) There are now too many accrediting agencies and the number is growing. Incidentally, Chancellor Samuel Capen has estimated that there are approximately two hundred agencies that attempt in one way or another to evaluate higher education.

(2) Agencies not only accredit colleges and universities, but schools, and now are insisting on accrediting departments thereof.

(3) Were all these agencies acceptable, there is altogether too much duplication in their procedures, each agency covering the same ground. The national, regional, professional and departmental insist upon overall and comparative studies.

(4) The standards used in accrediting are largely quantitative and superficial.

(5) Because of the development of psychological testing, of national qualifying examinations, and the high level of college and university offerings the formula used by these agencies is largely outmoded and unnecessary.

(6) Accrediting agencies are forcing colleges and universities to sacrifice cultural objectives and methods for professional aims.

(7) The activities of these agencies are breaking down institutional rights and destroying the freedom of our faculties.

(8) Accrediting bodies are interfering with the responsibilities of the governing boards of our institutions.

(9) The growing costs levied by new agencies, and increases in the levies of those longer in existence, impose an excessive burden on the budgets of our institutions.

(10) Insistence upon "standards" by the agencies tends to put educational institutions in a common form, even where uniformity is undesirable.

(11) Accrediting groups do not confine themselves to investigating the particular area in which they purport to be engaged.

(12) A guild system is arising out of the agencies' methods, that is used for professional and economic protection of the professions.

(13) Outside professional groups dominate, and make almost impossible the participation of the responsible groups in the accrediting of our institutions.

(14) Accrediting agencies have become so bold that they visit institutions without being invited, and then ask for a fee if the division of the college or university is to be "white listed."

(15) Approved institutions are "encouraged" by the accrediting agencies to accept only students transferring from other approved colleges and universities.

(16) Accrediting agencies attempt to direct how the administrative units of colleges and universities shall be organized.

(17) Accrediting groups have attempted to get public support withdrawn from institutions not recognized.

This is a summary of the arguments made against accrediting agencies to be found in the materials now on my desk that have been received from our colleges and universities.

At this point let me tell you that in the heavy days of World War II, I was chairman of the Special Advisory Committee to the Congressional Committee, responsible for Education. This Advisory Committee was made up of your representatives. We saw the problems that confronted our institutions of higher learning. We knew of the struggle the colleges had to keep their programs going, some even to the point of not being able to keep their doors open. We saw the trend to emphasize the technical and professional work at the cost of cultural offerings.

We now enter upon what we are told will be a long and uncertain period of preparedness. The same type of problems that confronted our colleges in World War II are looming ahead of us in their undefined, hence more difficult, period of living. Naturally the emphasis again is on the technical and professional phases in education. These offerings furnish men and women trained to meet immediate needs. But in the long run, what is more important is the maintenance, in the correct proportion, of our cultural work—the education that furnishes the basis of purposeful living in this

democracy of ours. Technological services can contribute effectively to the welfare of men only if the lives of those it serves has a high reason for its use. Our accrediting organization must not become so unbalanced by taking advantage of the emergencies of our day that the immediate boldly takes the support from the eternal. Our cultural ways need guarding now as never before if the nation is to have a reason to survive.

These are the considerations that your National Commission must review as it discusses accrediting with the officers of the accrediting groups.

At its meeting on October 28, 1950, the Commission instructed the Executive Committee as follows:

"The motion was made and seconded that the Executive Committee of the Commission be instructed to proceed at once to create the necessary machinery to carry out the responsibilities of the Commission as outlined in the Constitution and By-Laws, particularly with reference to consultation with accrediting agencies concerned.

"Following these consultations and other pertinent studies, the Executive Committee is further directed to bring to the Commission for its consideration, a proposed long-range program designed to achieve the purposes outlined in the Constitution and By-Laws, and specifically setting forth a framework of basic principles to be followed in perfecting the most appropriate and educationally sound pattern of accreditation on a nation-wide basis.

"In arriving at the proposed program, the Executive Committee is urged to explore every possible means of reducing the total number of accrediting agencies, and of encouraging the development of a program of accreditation on an institution-wide basis, with the cooperative efforts of the various professional and subject-matter organizations, in order to achieve a unified approach to the rating of an institution."

Carrying out the instructions of the National Commission, its Executive Committee is at this time inviting the accrediting agencies to cooperate by sending to the Commission (I quote from a letter sent to the professional accrediting groups), "copies of your constitution and by-laws, executive rulings, any statement that you may care to make concerning objectives your organization has set up for accrediting, and examples of reasons for not accrediting colleges and universities. Further, we should like from you a statement of your fees and dues and the charges that you are asking for accrediting services." The letter continues, "As soon as the Commission has a chance to review your materials, we shall invite, and hope that

your officers will accept the invitation to meet with a special committee of the Commission to further clarify the purposes of your activities. We want you to help us define the place of accrediting in the scheme of higher education." This letter is dated 9 November 1950; already many of the agencies have replied. The Executive Committee hopes to start its conferences with the accrediting agencies within a few weeks.

You perhaps have noted that I have not treated with the Regional Associations on Accrediting, except as I acknowledged their existence in the early part of this address. They have not been forgotten. Officers of the National Committee of Regional Accrediting Agencies, representing you, met with the National Commission on Accrediting in Chicago, October 29th, to try to determine the place of the regional accrediting associations in the program of higher education. Those of us on the Commission felt that the joint meeting was most worthwhile even though nothing definite was decided. Perhaps it is not quite fair for anyone to speak of the results or findings of the meeting, but you may be interested in my analysis of some of the items about which there was discussion and upon which there seemed to be concurrence.

Representatives of both organizations spoke of the regional associations as being the creatures of the colleges and universities, and as such, most responsive to their creators.

It was assumed, several times and without objection, that the regional associations should be called upon for the development of a more comprehensive plan of accrediting in which emphasis would be placed upon the qualitative measurement of educational programs.

It seemed to be taken for granted that the Committee and the Commission would work together to develop plans for accrediting. The President of the Commission, Chancellor Gustavson said, "our two groups ought to be thought of as brothers-in-arms; we have a tremendous responsibility, and if we cooperate, we can accomplish much for education." President Friley, for the Committee, said, "The whole accrediting situation has gotten to the point where a solution of the problems that face the colleges and universities depends upon the ability of these two groups to work together."

What will come out of our joint meetings (many more are hoped for), cannot be said at this time. This we do know, that the Commission does not propose to accredit institutions of higher learning. The National Committee of Regional Accrediting Agencies, working with and through the regional groups is experimenting with overall accrediting. The Commission is studying and expects to recommend to its members the worth of accrediting bodies, whether

they should be recognized as a part of our educational plan, and if so, where and how. The Commission proposes to investigate the expenses of the accrediting groups with the idea of advising its members on what fees should be paid to support them, if it is thought that they should be supported. In some instances, outside organizations pay for the accrediting costs. It will be determined what the implication of this practice is. While these and many other studies are being carried on by the National Commission, it is hoped that the Regional Associations, as members of the National Committee will go forward with their studies of overall accrediting that will use qualitative standards only for estimating the worth of educational programs.

What all of us seek is a plan that will make such accrediting groups as may be judged necessary, immediately responsible to our faculties. What we all desire is to have the faculties responsible for the integrity of each educational institution's offerings. What we all believe is that our stewardship will be dedicated to keeping our colleges and universities free to meet the varying needs of our people and of our nation.

HIGHER EDUCATION EVALUATES ACCREDITATION

FRANK H. BOWLES, *Director*, College Entrance Examination Board

In any discussion of accrediting it is comforting to be able to start by quoting what someone else has said about the problem. A year ago President Friley, Chairman of the National Committee of Regional Accrediting Agencies, delivered before the Northwest Association of Colleges and Secondary Schools a paper on the history and problems of accrediting agencies. In the last pages he asked, but did not answer seven questions relating to the future of accrediting. They were:

1. Are accrediting agencies necessary?
2. How can the number be kept to a minimum?
3. How far within the institution is accrediting to extend?
4. What fees should be charged?
5. What basic principles should be followed in accrediting? Should evaluation be placed on a quantitative or qualitative basis? Should emphasis be placed primarily on the ability of the institution to achieve with distinction its professed objectives?
6. Can the regional associations absorb all the activities of the specialized agencies, or a major part thereof?

7. Since the standards of accrediting bodies are minimum standards, how can we stimulate constant growth and improvement among approved institutions?

I feel that it is not a criticism of President Friley's remarks to point out that these questions are of different orders. Some of them are policy questions, and some of them administrative. But these differences are unimportant. The important thing is that these are questions about accrediting which have been asked, are being asked, and will be asked. They must be answered by accrediting agencies if those agencies are to survive or, if I may coin a phrase, if those agencies are to survive significantly.

Now it seems to me that *if* higher education has the right to ask these questions, and I think we all agree that it has this right, it also has the right to consider the qualifications of those who undertake to answer them. In other words, I am saying that higher education not only has the right to ask about the operations of accrediting agencies, but has too the right—indeed the obligation—to inquire into the formation of the agencies themselves—their criteria for operations, their objectives, and, indeed, the charter on which they base their existence. The exercise of this right is, as I interpret it, the topic for my talk today, for the exercise of this right is surely the evaluation of accreditation by higher education.

This right has been exercised sparingly and, to be frank, not very effectively. Higher education, which has brought accreditation into being and which supplies every individual, every dollar, and every filing cabinet which goes into support of the movement, has so far found itself unable to control it, or even, I think, to understand it. Higher education does not, frankly, know whether, as creator of accreditation, its role has been that of Dr. Frankenstein or of Pygmalion. It seems only to know that it is unhappy in whatever role it has.

I am sorry to say that I can bring no solutions for the unhappiness. I can suggest only that if higher education is to evaluate accreditation, it should do so not by looking at the administrative operations of the agencies, which is what I think is now going on, but by looking at the policies, the backgrounds, the concepts, and the criteria of the agencies themselves.

There are, for example, certain criteria which should, I think, control the formation and operation of any accrediting agency. They are, by no coincidence at all, the criteria which control the operations of this association's accrediting body. Perhaps I do not need to remind you, but for the record I shall do so, that I am a member of that body, and have been for a long time. There is,

therefore, the possibility of prejudice in my favorable comments. With that preface, here are the criteria:

A good accrediting program is one which:

1. Considers every institution within its purview.
2. Gives proportionately the same consideration to large institutions that it gives to small ones.
3. Considers all programs within institutions in their relation to the institution as a whole.
4. Adjusts its standards in terms of a cross-section of the accredited institutions within its purview rather than in terms of marginal institutions, or in terms of the highest ranking ones.
5. Provides for enough meeting time to cover all business.
6. Employs every member of its group in an active status.
7. Enlists the largest possible number of participants.
8. Operates with minimum paper work and minimum cost.
9. Provides for constant criticism, review, and readjustment of its criteria and its procedures.
10. Deals with education as it is, not in terms of impossible perfection.

I do not know whether you consider these criteria to be good or bad. But at least, no matter what your consideration is, let me point out that they are criteria, that a program has been built upon them and is being operated in conformity with them, and that they exist at all times as the focal point of the accrediting program of your association.

I would hope that it might be possible to consider these criteria, modified perhaps by changed needs and conditions, as a series of touchstones that might be applied to any accrediting program. I would submit, in fact, that these criteria, in the form of questions, might very well be applied to accrediting agencies everywhere. This brings me to the crucial question—Who will apply them?

I said earlier that in my opinion the efforts to control accreditation had not been very effective. This is not for want of effort, or want of intention. Rather it is, I think, by reason of failure to realize that accreditation fills a very basic need—the need for internal measurement, evaluation, and control of our national program of higher education. So far, this need has been met piecemeal by a number of separate agencies. These agencies have inevitably made mistakes, overstepped their boundaries, and tended to over-control. Some of them are aware of this fact and others, among

them the worst offenders, have operated with magnificent and, on occasion vocal, unawareness of the possibility that they can do any wrong.

The plan and tendency of those who wish to remedy this situation has been, so far, as I observed earlier, to object and criticize.

The objections have been, sometimes, to the concept of accreditation. I feel that such an objection is unrealistic, and that those who wish to do away with accreditation will eventually find their way back to support of it.

The criticisms have been of method and procedure. As I have indicated, I think such criticisms are often well founded.

But objections and criticisms, while essential first steps in controlling the operations of accrediting agencies, are not in the last analysis the answer. The answer, I believe, to the problem of mitigating the ills and emphasizing the values of accreditation lies in leadership. And the assumption of leadership in accreditation is a natural charge upon those who have assumed leadership in criticism and objection. They may choose not to exercise this leadership. In such case their objections and criticisms will become sterile, and this has happened in the past. Or they may choose to exercise leadership! Here they have two alternatives—they may themselves enter the accrediting field, either as a court of last appeal or as a super and better agency, or they may throw their very considerable influence behind an agency or a group of agencies. It is with real pleasure that I note the recent tendency will probably prove their salvation, for the other alternative—that of setting themselves up as a court of last resort or as a bigger and a better agency—is a broad and well paved road to confusion and misunderstanding.

This paper, as you will recall, began with a series of questions asked by President Friley. As I said, these questions must be answered by accrediting agencies. I do not pretend that the answers which I now give are answers on behalf of accrediting agencies. I would like to emphasize, rather, that they are personal answers. I hope they will be accepted as such.

1. Are accrediting agencies necessary?

Yes—but as a clearing house for information, advice, and assistance, not as police agencies.

2. How can the number be kept to a minimum?

In three ways. First, by encouraging institutional self-control to stop the institutional fragmentation which encourages distinct programs which, in turn, require distinct accrediting. Second, by inducing existing agencies to define their areas of operation and assigning new fields, as they

appear, to existing agencies. Third, by combining existing agencies, if possible under the leadership of the regional agencies.

3. How far within the institution is accreditation to extend?

My answer is—schools and colleges. They should be responsible for departments. Not everyone would agree with me.

4. What fees should be charged?

The work should be voluntary or nearly so. Fees should cover overhead and traveling expenses of visitors.

5. What basic principles should be followed in accrediting? Should evaluation be qualitative or quantitative? Should emphasis be placed primarily on the ability of the institution to achieve with distinction its professed objectives?

Quantitative evaluations are unfashionable just now, but they have their uses. They are, in fact, inescapably part of qualitative evaluations. Emphasis must, of course, be placed on the ability of the institution to achieve its professed objectives; but this involves a long training period in recognizing and stating objectives and in evaluating results. In accrediting we are only in the first phase of this experience.

6. Can the regional association absorb all the activities of the specialized agencies, or a major part thereof?

It is doubtful that they can ever absorb them all. They can, by careful work, absorb a good part of them, but only on the basis of proven performance. The regional agencies must deserve leadership before they can exercise it.

7. How can we stimulate growth and improvement among approved institutions?

By making our accrediting programs into programs for the discovery and dissemination of new ideas. The accrediting agency can be a police agency or it can be a very special kind of college for the exchange of the best in educational knowledge in practice.

EVALUATING SECONDARY SCHOOLS IN THE DECADE AHEAD

R. D. MATTHEWS, *Chairman*

The session was called to order at 11:30 A. M. by Dr. R. D. Matthews, Chairman of the Commission on Secondary Schools. The following is the stenotypist's report of the meeting.

DR. MATTHEWS: As many of you will remember, we inaugurated this session two years ago as an informal discussion meeting at which you would voice any ideas that you had regarding the work of the Commission on Secondary Schools or Secondary Education. In fact, there is no limitation on what can be presented, because it is that kind of a meeting.

I think before you get started with those things you are going to say and questions you are going to ask, I ought to refresh your memory a bit about certain things because it may reduce the amount of discussion on irrelevant phases.

As you know, the Cooperative Study of Secondary School Standards was founded in 1933. The Study is directed by a General Committee which is representative of the five regional accrediting associations and New England. This Committee with funds from the General Education Board worked for a number of years—in fact they are still working—on developing new procedures and new materials for the evaluation and accreditation of secondary schools.

After several revisions, the 1940 edition of the Evaluative Criteria appeared, having been approved by the General Committee and commented upon by a number of individuals and tried out in more than 200 schools. During the war and since the war there has been a determined attempt to find out what should be done to improve the material or the process, so research studies have been carried out and intensive study has been made. Late in 1947 and early '48, a definite revision program was designed.

The General Committee had the responsibility for developing this revision or providing for the revision. Dr. Billett was selected as the Director of the revision program and described the start of that work at a meeting in Atlantic City in February of '48, at which time some preliminary suggestions were made and discussion held. The general policy at that time was established that no major change in procedures, format or general content of the Evaluative Criteria was to be carried out. It was to be, as the Committee members said at that time, a creative job, but that major changes were not contemplated.

On April 30, 1948 I received a telephone call from Boston. There had been some preliminary suggestion back in '47 that I would be helpful as Director of the Revision Program and I said that I could not do it; for two reasons—one, the time required and second, I thought it would be better to have someone who had not been as closely associated with the earlier edition and the earlier procedures to be responsible for the revision program. Dr. Billett had a nervous breakdown. It was an emergency; time was fleeting. It was very important for us in the Middle States Association that the revision should proceed, so I agreed to do it.

From May 1, 1948 until September of '49 a great deal of time was spent on this revision. The point to be kept in mind, I think, is that the revision, the 1950 edition, is the work of the Cooperative Study of Secondary School Standards, the Middle States Association having representatives on that General Committee, but it is nationwide in scope. Although we are the only Association, I believe, that has required the compulsory use of the materials, many states of the North Central Association and the Southern Association have required the use of the Evaluative Criteria and the procedures recommended by the Cooperative Study for all new schools. Many states of the Southern Association and some in the North Central Association and many in the Northwest have carried out, during the past ten years, evaluations of their member schools, but I think we are the only Association that has required all new schools to be evaluated using the materials and all schools to be evaluated within the period '40 to '50.

With those preliminary remarks, where do we go? The meeting is now yours. I hope we may conduct it as we have in the past two years, which seems to have given satisfaction to the members who were present. Who would like to present the first idea or ask the first question?

BROTHER ANTHONY (Pittsburgh Central District Catholic Boys High School): Doctor, in your statement you mentioned that no major changes were contemplated in the 1950 Evaluative Criteria. Might I ask what is the reason in Section C that the philosophy which is the basis for a school's existence should be placed in a subsidiary position to the evaluation? In other words, in part 3, after the evaluations have already been made, you may state if you choose your philosophy.

DR. MATTHEWS: May I answer the first part of your question first, and that is that I don't consider that it is in a subsidiary position, except perhaps in just the order of things. It is put after the statements of the educational needs. I think that the educational

needs section, what you call an evaluation of those needs, is not to be confused with the evaluations which follow. I think it is too bad that we used the word "qualifications". I say that after discussing this question with some members in the Philadelphia area who have raised the question. What we meant there was that a school should make criticisms, that is, reject in the statements any phase of the educational needs and add any educational needs.

I suppose qualifications doesn't cover those two ideas as well as perhaps some other word might, but that was our point in providing for desired changes.

Then the second phase was the format, the large amount of blank space that was left after each one of these educational needs for the statements of the schools; and finally at the bottom of the page an opportunity for the school to indicate how well it thought it was meeting that need, as qualified. It isn't specifically stated here. It says as Need A, but I think that it isn't stretching the situation too much that if Need A is qualified, then it is the qualified Need A that is being checked.

BROTHER ANTHONY: I think that is a very important point. As you well know, serving on an evaluating committee, you have to stick pretty close to the line in order to have an impartial judgment of a school's status. If you start qualifying without that being basically stated, for example, at the bottom of each page, it is difficult. You will find the statement at the base of each page about how well does the school meet the need as specified in A, B, C, et cetera; not with qualifications or with rejections, however. I think that should be very definitely specified in the light of an individual school's philosophy.

DR. MATTHEWS: I am sorry we didn't think of that contingency. It certainly was implied. I wonder how many of you are thinking that after you have a need stated and an opportunity to qualify it, whether or not when you are asked to indicate how well you are meeting that need you would think in terms of the statement and the qualification. That was the idea of the General Committee, I am sure.

Incidentally, I might say that the General Committee in a very intensive study went over all the details of this material and this question of any possible interpretation of a change relative to the philosophy and objectives of the school never was raised.

BROTHER ANTHONY: Might we then interpret it, Doctor, that all evaluative committees will interpret the evaluation of the school in the light of that school's philosophy plus its qualifications?

DR. MATTHEWS: Yes, and we shall get word to all Chairmen of Visiting Committees to that effect, because, as I said in the remarks earlier this morning, we didn't repeat in the new manual as much as we should have apparently, or we didn't emphasize this point in the new manual, which I can say with all the force I have was not changed.

DR. LOWE (Hackensack High School): I would like, after looking over the new edition of the 1950 Criteria, to know what emphasis was given to time element. It seems to me it consists of more than a hundred more pages than the old edition. I just looked it over superficially.

DR. MATTHEWS: I am glad you said you gave it superficial attention, because I think if you gave it more than superficial attention, the answer would have been a little clearer.

Most of the addition of the hundred pages comes in 16 sections of Section D, eight or more pages for each subject. Those are parallel activities. We have suggested, although any Visiting Committee might modify that, that the General Committee not attend to the details of those sub-sections, that the sub-committee of the Visiting Committee would. After all, it is the group that is visiting in the different departments that would check that evaluation with the teachers in those departments and report in writing to the chairman any recommendations or suggestions, but not present that to the General Committee.

With one experience, with a trial of the mimeographed materials, it seemed to us there was less pressure, although the school was large, on the Visiting Committee than with the 1940 edition.

Are there any other questions?

FATHER REED (Jesuit Education Association): I would like to go back to the first question about the critical position of the statement of the school's philosophy in the 1950 Evaluative Criteria.

As you remember, in the 1940 edition of the Evaluative Criteria, there were two major points of reference to which every other activity in the school was to be referred. One was the nature of your student population and the second was the school's own statement of its philosophy and objectives.

I can't help but think, although I am trying very hard to be sympathetic to the new edition—I was very well pleased with the 1940 edition—that there is a major change involved in this new revision. For instance, it is set out on page 48—I think it is quite typical—"When the various features included in this section are being checked and evaluated, Section B, 'Pupil Population and School Community', and Section C, 'Educational Needs of Youth', should

be kept in mind. The information revealed by these sections should be applied to every activity in the school."

That is my point, that those two points are the reference points for the whole evaluation and that everything else in the school, in any area, any activity whatever, is to be referred to those two points. It seems significant to me that one of those two points in the 1940 Evaluation was the statement of the school's own philosophy and that has been replaced by the so-called educational needs of youth.

It seems to me that those are critical points and that in removing the school's philosophy of education from one of those two critical positions and replacing it by the so-called educational needs of youth, which some might regard as another philosophy or a stated and set philosophy of education, that the major change has been worked into the 1950 edition of the Criteria.

I hope it is not true, but I can't see how the reading can give any other conclusion.

DR. MATTHEWS: I think that this is an important point, why did we change the title to Section C. The part that Father Reed read was in quotation marks: "Part C, Educational Needs of Youth". It is the title of Part C.

It contains a part which says: "After studying the preceding statements of educational needs and Section B, 'Pupil Population and School Community', the school staff should present below a summarizing statement of the purposes and responsibilities of this school. Include, if you so desire, reference to both general and particular needs and objectives to be met or achieved by this school. Express the philosophy of your school with reference to the means and methods which you as a staff are using or should be using to fulfill your responsibilities. (Use additional sheets if necessary.)"

That is part of Section C. When we refer to that in the directions Father Reed read, we mean the Section or Part which has the title "Educational Needs of Youth". It could as well have had the title Philosophy and Objectives, because in spelling out the educational needs of youth, we had in mind a philosophy of education which could be modified and which we encourage schools to modify in the spaces, either eliminating or rejecting any of those ideas that are listed or adding to them.

If you keep in mind as you read that statement or the ones that Father Reed could have read, which appear after each section, that it is in quotation marks, you will realize that we are referring there to the whole section C, in which the school has an opportunity to reject or add any statements of educational needs of youth which

are not included or should have been included, and a statement of that school's philosophy and objectives.

Similar statements appear after each section; for instance under "Pupil Activity Program", the first general evaluation is: "How well does the pupil activity program meet the needs identified in Section B, 'Pupil Population and School Community', and in Section C, 'Educational Needs of Youth'?"

It is unfortunate that that title was changed if it is disturbing anyone, because it is only a change in title. I am sure that that is right. There is a tendency to be a duplication between Parts B and C; they both include aspects of the educational needs of youth.

Any further points on that, Father Reed?

FATHER REED: I think you have been partly reassuring, but I still think it is more than a question of title, Dr. Matthews. I think it is important that when schools hold the so-called needs of youth, Section C, that it can be worked on; the schools state their own belief. I don't think that that is explicit at the time and it seems to me that visiting committees will certainly have to be given careful and explicit information about that matter.

On page 6 it says: "The visiting committee may wish to modify this report"—namely, the school's own self-analysis of B and C, about pupil population and the philosophy—"if evidence indicates such modification is necessary to provide a valid basis for the evaluation which is to follow."

Actually the committee's conclusion about a valid basis of evaluation may differ from mine and I would like to be assured that the philosophy of my own school, which is its reason for being, would prevail in any kind of disagreement or dispute about the statement of the philosophy of any particular school.

DR. MATTHEWS: I think there is no cause for concern with reference to that, if we may judge from the reports of some seven or eight hundred schools. Perhaps that line ought to be omitted, if again we may judge from experience, because visiting committees do not usually modify statements of philosophy and also it is not typically done without the Chairman of the Committee responsible for that Section or the head of the school present. It is a discussion activity and to my knowledge there never has been a change, I mean any major change.

The reason why that statement is there is that the philosophy must be consistent with the spirit and ideals of American democracy, according to our fundamental statement. If we should find in a particular school that the philosophy was inconsistent with American democracy—I think this might have happened once but the school

did not complete the evaluation. It was a school allegedly for Communist training. Suppose we had had the statement which was a clear and accurate statement of their honest and true philosophy, a visiting committee going to that school might have had occasion to refuse to proceed because the statement of philosophy was inconsistent with American ideals.

BROTHER DANIEL HENRY (West Catholic High School, Philadelphia): You said it isn't a radical change. Yet you list the needs. In listing the needs of youth, then it affects the book throughout. To give you a typical example—if you say they need to learn about family relationship, then later on in the curriculum will appear that they need sex education. The very fact that you list those needs affects the entire book; the whole curriculum is affected.

Yet in taking out the philosophy which a whole group or segment is interested in, because of the fact that they were interested in religion, in taking that section out and even being aware of that fact, that they made use of that section, there still was not put into the needs the need of religion.

DR. MATTHEWS: Yes, I think that is a fair criticism, but it was not a forgotten point. The revision staff considered it. The General Committee considered it and they came to the conclusion that they were not skillful enough to prepare a statement relative to religion which would be acceptable to the different sects and the different religions.

That I think is a fair statement of why it is omitted. I am sure that no member of the revision staff, no member of the General Committee has any question about the importance of religion as a need of youth, but these materials have to be used or are designed to be used by public, private and parochial schools of all kinds.

We had expected by our use of blank spaces, by our encouragement to modify, by the opportunity to indicate that something does not apply—we had expected that we had introduced sufficient flexibility so that any school with any special point of view could modify not only the statements of need, included in their philosophy, but modify any item which followed. For example, if you find a checklist item which says that sex education should be included, all you need to do, if you don't believe it should be included, is to mark it out.

I don't know, but I would think that I would be accurate in speaking for all the public school people here that they too believe that sex education is a responsibility of the parents and possibly the church, but they do not find that the parents or the church is providing adequately for it, and so some schools have introduced in

one form or another, in one way or another, some attention to sex education; but I do not believe—and I would be glad to hear from public school people—that that is because they want to, but it is because they are interested in the welfare of youth and they feel that there is evidence that that information, that help has not been given by the parents or that it has not been given extensively enough.

I thought there was another part of your statement that I should comment on. Oh, yes, you might call attention to the fact that even in the 1940 edition, religion was not in, but I would like to make this suggestion. It doesn't seem to me that we are talking about any sectarian religion here. It is more fundamental than that.

There are at least two places where it would logically be included and yet a school, an individual school may not feel able or may not wish to evaluate that program or give consideration to what should be included in the evaluation of the religious program. I am wondering if it would be possible for a representative group of leaders or teachers in schools interested in religious education to try to do at least three things:

One, to study the educational needs and indicate how they feel that religion should be added to those statements of needs; second, to develop a ninth need, which would be the religious needs of youth and make a parallel statement, similar to the statements that already appear for the other needs, but not necessarily restricted to them; and a third phase, develop a sub-section of D, dealing with religion, preferably in some such pattern as is indicated in the present sub-sections of D.

I think for those who are qualified in this area, that having a pattern set up, it would be possible to develop such an alternative or such an additional form without too much difficulty and that form would be evaluated exactly the same as any other sub-section of D and would be reported in the graphic summary.

We had in the first and second revisions a provision for "others" in the summaries and in one or two other places in the Evaluative Criteria, and then we discovered we didn't have anything in the Criteria which we could label "others", so we eliminated that from the form. But it doesn't present any problem. There are more topics on the graphic summary than are offered in most schools and we can simply substitute, as we did in the 1940 edition; religion could be substituted for one of those areas and reported just the same as the other forms of the work.

If it would seem desirable to develop such a group working on that problem, we will be very glad to do it. We would be very glad to hear comments from any of you.

May I go back to this fundamental thing, though? There has been no change either in the Middle States Association or in the General Committee, even though appearances suggest otherwise. There has been no change in this fundamental idea and I hope there never will be a change, because I think it is one of the strengths of the whole Cooperative Study procedure.

Any comments upon this, the probability or possibility of getting those interested in religious education from different religions and different sects to develop something that could be printed by the Commission and sent to schools which desired it or for whom it would be appropriate?

FATHER REED: Dr. Matthews, I suggest that if it is not possible to work out a common statement—and it might not be—that if the Association recognized the fundamental importance of religion by simply printing the title of another section among those needs and leaving each school to fill out that title for itself, that might be satisfactory.

One of the things I object to is by implication at least, the educational needs seem to indicate that those are all the educational needs and when you have said those eight, you have completed the picture of the youth that we are trying to educate, and I object to that statement which I think is implicit in the set-up at present. If you could add another need and do no more than put the title at the top of the page and leave the rest blank for each individual school to fill out along the lines of the other eight educational needs, that will at least give adequate recognition to the importance of religion in the educational criteria.

DR. MATTHEWS: You would prefer that to a cooperative endeavor to set up a statement of the religious needs of youth?

FATHER REED: I would personally prefer that. The position of religion is very important among those educational criteria and I would let each school take care of each statement of the need for itself.

DR. MATTHEWS: You appreciate the problem of the public schools in those states where it is a violation of the law to teach religion in the schools.

FATHER REED: The public school in states like that cannot make such a statement.

DR. MATTHEWS: If that is satisfactory, we could do it very easily. We could send to the schools a page to be added to the Evaluative Criteria, where it would be the ninth or the first need; we could put it in first.

FATHER COX (St. James): It doesn't seem to me to make any difference if any of these compromises follow. I wouldn't want to see this degenerate into a forum on philosophy.

DR. MATTHEWS: Why do you say degenerate? Perhaps it might elevate it.

FATHER COX: I don't know, but it seems to me that we are put in a most impossible position, because the statement of needs as they stand now is a statement of a certain type of philosophy which runs entirely through the whole Criteria and that philosophy as it is stated, which neglects to pronounce this about religion, is quite alien to the educational philosophy taught by the Catholic schools. So we are placed in the position of stating our philosophy and interpreting it in concepts and terms that are foreign to that philosophy and I don't think the two things can be reconciled.

DR. MATTHEWS: What do you expect me to say? I think the changes in the 1950 edition are not that great, because I think you will find some evidences of Dewey's philosophy in the 1940 edition; at least some people would be very much disappointed if it wasn't that way. I think the changes have not been so great, but what the experience of the period '40 to '50, where Catholic schools have found it possible to present their philosophy, their objectives, their differences, their emphasis with excellent results in terms of the reports which the Commission sees. Had there been that much difficulty in evaluating their program, we would have heard about it before.

Any other comments on this, on the comment of Father Cox?

FATHER LENNI (Jesuit Educational Association): Of course you know that I heartily concur with Father Cox in his diagnosis. I also think there has been a major change and it is hard to reconcile your initial statement with Mr. Jessen, the Executive Secretary, who says there has been a fundamental change. However, that is beside the point.

You stated that in the filling out of the needs of youth, you had in mind spelling out the philosophies of education and in spelling out those needs you put down the philosophies of education. A school has to fit into that philosophy of education, because in spite of the qualifications you make it runs all through completely. No Catholic school can submit to that philosophy of education.

This is an example of what I mean. I really think you are sincerely unaware of the difficulty. You mentioned religion, that we will put a blank in on religion. That doesn't touch the question. Religion to us is fundamental in the school. A boy or girl is born and is destined to God. That has to run through the whole thing.

It changes the whole philosophy entirely and to put a blank in doesn't change it. And the philosophy to which we are diametrically opposed runs through the whole thing. I don't see how we can modify that philosophy because we would be trying to evaluate ours on concepts to which we are opposed and don't hold.

DR. MATTHEWS: I think there can be no question that the Catholic schools can qualify if you use the same term that I use. I think that it is true that the general point of view represented in the checklist items, the statements of guiding principles, represents a philosophy which places as the central element in that philosophy meeting the needs of youth and we did attempt to spell out important needs.

May I read part of one of them? This happens to be the first one: "They need to learn to live with other human beings." Beginning with (3) under this need: "to be diligent, competent, and courteous in the performance of their obligations as members of all groups consistent with the ideals of American democracy to which they belong; and (4) to respect the worth and integrity of the individual regardless of race, creed, color or economic circumstance.

"They need: (5) to develop ethical standards and habits which will help them to become worthy members of school and adult society; (6) to learn what constitutes respect and fair play with reference to the rights of individuals, of minorities, and of the majority; (7) to learn to respect the law even when seeking changes in it; (8) to learn to differentiate between democratic and dictatorial leadership; (9) to know how to follow sound leadership and to develop whatever aptitude they have for leadership; and (10) to learn to put the safety and welfare of others above personal desires."

It doesn't seem to me that we have forgotten this element in education, but as I said before, we did not think that we could make a statement which would be acceptable to different religious groups. I made this challenge. You see, some of us are having a re-discussion because we had a discussion last Monday. I made this suggestion at that time.

Since the previous speakers have brought in the specific aspect of Catholic religion, I asked if these materials I suggested to be developed would be acceptable to all groups in the Roman Catholic Church, that is, if any one statement which any one group would develop would be acceptable to all. Of course, it would depend upon what that statement was, but would it necessarily be a simple process to develop a statement even to meet the needs or meet the

ideas of one group? If that would not be a simple job, then what if you added other groups with other points of view?

FATHER REED: You can't have anybody with other points of view.

FATHER COX: Unfortunately we are in a different area and the Catholic point of view as such, while this is an essential thing, would never differ.

DR. MATTHEWS: I still would like to state the challenge to have it in the form of a statement of an educational need, a religious need of youth, which would be generally accepted to those interested in religious education.

SISTER ST. CLAIR (Pittsburgh): I taught in the public schools before I became a religious teacher. I wonder if it wouldn't be possible to take the religious beliefs with our fundamentals, our understanding of the Declaration of Independence of the United States, and from those religious beliefs formulate such a statement.

For instance, we declare in that that we have certain inalienable rights bestowed upon us by our Creator, which certainly says explicitly that we believe in God as a Creator. Also later in the Declaration of Independence you have another statement in which you acknowledge your dependence upon God as one of the closing statements of the Declaration of Independence.

Now, I think that such an organization as this could certainly arrive at some fundamental belief which all of us as American citizens would have to agree to because we believe in the Declaration of Independence as being fundamental to those ideals of democracy.

DR. MATTHEWS: If we would make such a statement, would it add materially to the materials that we have?

SISTER ST. CLAIR: I think it would be, because in my analysis of the needs as you have them, I do not see the spiritual needs of youth emphasized. Recently the State of Pennsylvania issued a brochure called "Education for Citizenship", and I think they have there definite spiritual needs implied and explicitly stated in that Bulletin, and I feel that if the State of Pennsylvania could do that, it should be possible for such an organization as this to do the same thing.

DR. MATTHEWS: Any other comments?

MISS MARY MEADE (Washington Irving High School): I think what we are saying is that we object to being forced into a pattern which might be the result of these Evaluative Criteria, and from a public school point of view I would like to substantiate that criticism.

I had hoped when the 1950 Criteria came out that the things I didn't like in the 1940 edition might be corrected, but I notice that in the Guidance section there are still 16 and 17 items which you are supposed to mark with a plus or minus or zero or N. I tried marking some of them N and I was told that N was not to be used except for people that don't have dormitories or something of that type.

In the city of New York we are not accustomed to taking account on our permanent record of the religion and race and nationality of the children, neither do we have the time to write down the number of brothers and sisters and whether their parents are living together or not. Yet that is one whole section of the Guidance section.

There is also another one on their hobbies, whether they belong to the Boy Scouts after school, whether they go to religious clubs, et cetera. I found out that when we don't put down N we have to put down zero, and then when they begin to total up your guidance amount, you come out somewhere below average.

I think there should be some way by which the outcomes can be judged and the machinery necessary taken into consideration. I can well imagine a very fine school made up of girls of high I.Q.'s, all of whom are going to college, which may not have psychiatrists or psychologists or an elaborate machinery of grade advisors. Yet when the Evaluative Commission comes around, they use those Evaluative Criteria and you may find that your guidance system is not good.

I think we should have it arranged so that we can take the end product and if that is good, the machinery that made it is probably good.

DR. MATTHEWS: That same comment would apply to a number of other sections equally well. The only explanation I can make is that those are things that people wanted checked. The pattern is broader than any one school. I think that if a visiting committee said that N should only be used when you don't have something because of physical status, that it is unfortunate. I think you ought to be prepared to explain why you think that some item does not apply. I think that elaborate information on a cumulative record cannot be marked, does not apply if you have a philosophy that the more you know about a child the better you will be able to serve him.

But certainly in a school of three or four or five thousand students with a heavy teacher load and with some other complications which you may have in such a school, you cannot expect to have

that extensive information about all the pupils and have it readily available to those who need it. Visiting committees do vary, but I have not felt in looking over these reports that we are in a critical situation relative to just such an item or idea as you have presented, because generally speaking the visiting committees have shown a willingness to judge results as more important than machinery.

Any other comments or questions?

MISS MARY LOGAN (Catonsville High School): We have been through the 1950 evaluation and I think there is plenty of room on the blanks to put in any comments you would like to show why you can't fulfill certain conditions, how you would like to improve yourself, and things of that type. I think if you go through it, you will find out that there isn't too much difference all the way through. At least that is what we found at Catonsville.

DR. MATTHEWS: That represented a second evaluation, one using a '40 edition in 1940 and just recently completed the '50 the early part of this month.

Thank you for that comment.

Any others?

BROTHER ANTHONY: In the light of one who has served on more than 20 evaluations and for the purpose of principals who might be evaluated in the next few months, might we be correct in interpreting the remark on page 20, where it says: "The school should therefore adapt its general philosophy and specific purposes to its own community and to the larger communities of which it is a part", that really in the Evaluative Criteria group committees they should first study part 3 of Section C where it is the philosophy of the school, then take the qualifications and then judge the school on the philosophy and qualifications, rather than on what are the specified needs of youth in the eight sections?

DR. MATTHEWS: I don't think that is quite fair unless you are thinking of qualifications as restatements of the educational needs. In other words you would substitute for the statement of educational needs indicated there a new statement.

BROTHER ANTHONY: I have been on committees on which there has been only one experienced member in ten, and if you start evaluating and somebody puts down that it does not apply, the chairman might say it should apply whether they say it does not apply or not. The previous lady is correct in saying it needs a final evaluation, and if it does not apply it receives a zero mark.

DR. MATTHEWS: Let me say this. There is no zero mark in the 1950 edition. There is an M, which does not figure in any statistical summary.

BROTHER ANTHONY: On the point there, the final evaluation—does the visiting committee have the power to interpret what should apply and what should not in the light of the qualifications that are expressed? Take for example the section on Agriculture. Would a school in an urban area be obligated to fulfill the section on Agriculture?

DR. MATTHEWS: No; mark it N ordinarily. There may be special cases, but that would not be an offering of the school.

BROTHER ANTHONY: They are some of the points that seem to be different. I am to serve on an evaluation in January. The school is primarily college preparatory. The principal of that school says she has been notified by the office that the eight areas specified as educational needs of youth will all be evaluated.

DR. KRAYBILL: I beg your pardon. I am responsible for the office, I suspect. I should be very glad to see that statement because I am not conscious that we issued such a statement. I would like to see what the ground is for interpreting anything which we said that way.

DR. MATTHEWS: I think both of us are hedging a little bit. We are interested in this office because we would like to know what comes out from it, but I think essentially your statement is true, that we are going to judge the school in terms of the needs of the pupils served by that school but not necessarily the statements of needs in the book unchanged, unmodified.

The school has the privilege of making any modification, recognizing that they ought to be prepared to answer the questions of the visiting committee with reference to those modifications. I should think that no school would want to modify anything unless it was prepared to discuss those modifications.

MISS MEADE (Washington Irving School): May I ask one more question?

If in our philosophy of our democracy we don't believe in marking a girl Negro on her permanent record card, how do we rate ourselves?

DR. MATTHEWS: I think the fact is that you cannot ask an individual or cannot state such a fact about an individual for employment, but on personnel records I believe you can record it after admission.

MISS MEADE: That is right. You have a right to ask a person that after he is admitted, to put that on record.

DR. MATTHEWS: There is a difference between a personnel blank and a personnel record.

MISS MEADE: Legally you are right, but practically, on every single permanent record card I don't see why these things should be down for everybody to see them. If we have need to counsel a girl, naturally those facts should be brought out. What I am objecting to is the general statement that all record cards should have such and such and you have to put plus or minus.

DR. MATTHEWS: Might I explain that since it has come up in connection with two or three other discussions we have had. That "all" has only this function of giving the top limit of the checklist item, so that it may be perfectly clear what is being rated. The word "all" appears frequently to give the ceiling, so to speak. If it is somewhat below that, if not quite all, then the double check is still used. If it is only half the group, if the question is numbered, then the single check would be used, and if very few are involved then the X would be used.

This is supposed to be a flexible instrument and we think that it has to be stated, the top and the bottom. The bottom is absence; the top is all. In between you have this range which you recognize in rating the school. We didn't realize that that would disturb any people, but apparently it has because of the implication that every school should be able to double check every item in the checklist.

That would be a checklist for only a particular school probably if it were arranged that way because there are different needs, different physical facilities, different personnel, et cetera, in different schools.

FATHER RESCH (Southeast Catholic High School, Phila.): I think that many of us are somewhat disturbed by the fact that if an item is included in the checklist, it inevitably gives the impression that it is a desirable item to have, and if you do not have it, whether by reason of not wanting it or by reason of not being able to have it, for both reasons it will tell against your school in the evaluation. I think that is the feeling shared by many and not so much the question of whether the all is the top range of possible evaluations.

DR. MATTHEWS: I sense that difficulty. What would you suggest to avoid it? Would you omit these items which some schools do not accept entirely so that other schools that do accept them would not be reminded of them, or do you think that this is a problem of further education of visiting committee members as well as staff members to the realization that this total instrument is more extensive than any one school is expected to be or covers a field more extensive than is expected in any school and that an individual school need not feel on the defensive relative to any

comment or qualification of any checklist item or any marking of an item N, other than an explanation of why it is done; and that visiting committees should generally study those comments and explanations with understanding, with a willingness to sense the situation, to see whether or not that explanation is justified?

FATHER RESCH: That is exactly the point, whether the explanation is justified. It bears out my contention that the inclusion of any item in a checklist gives the impression that it is a desirable thing to have. If we would take the example of including the nationality or the racial characteristics of individuals on a permanent record card and if the school has a philosophy that this isn't a desirable thing to put down, making an explanation of why the school doesn't put it down does put that school on the defensive and may raise questions in their mind which, of course, may not be a bad thing, that it is desirable to have it. That is my whole point.

DR. MATTHEWS: I think it is fair to say that those who are responsible for the Evaluative Criteria had that in mind, a challenge, a stimulus, a calling attention to things. May I read this item which appears in every blank: "The checklist consists of provisions, conditions or characteristics found in good secondary schools."

I would be happy to have anyone identify a checklist item which is not found in some good secondary school, because I think we have done something we shouldn't have done if such an item has been included.

"All of them may not be necessary or even applicable in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations."

I don't know how we can state it any more clearly than that, that a school has the privilege of rejecting the checklist items.

DR. FERGUSON (Montclair High School): I wonder if some of these disagreements won't be resolved first of all when we understand that the Commission, or whoever it is organizes the committees, will make it very clear that schools are to continue to be evaluated in the light of their philosophy and in the light of the pupils whom they serve.

It has been agreed that that will be done. It seems to me that will take care of a good many of our difficulties.

Secondly, I think we are overlooking a very fundamental fact. If visiting committees and visiting chairmen are not capable and wise and understanding, if they don't include representatives from the various types of schools represented here, then a very funda-

mental weakness is obvious. But speaking from the point of view of a principal of a school which has been evaluated, I was struck by the fact that we do have capable, understanding, sympathetic people on those committees. Some of you have been on the committees.

I think we could continue to discuss this point for the rest of the day and not arrive at any satisfactory conclusion unless we are willing to agree that we must allow some leeway for committees to exercise good judgment, and if they do exercise good judgment I think many of the things we are fearful of are not going to come about.

DR. MATTHEWS: Any other comments or questions?

MR. E. A. SINNOTT (Tuckahoe High School, New York): In regard to the edition of 1940, how to evaluate secondary schools, has that been in any way revised? I am thinking of the new members of the committee that come in; maybe they should have some knowledge of that edition as well as any supplement.

DR. MATTHEWS: It has been replaced by Section A of the new edition and reference has been made in this new section to the existence of the 1940 manual. There are many items discussed in the '40 manual that are no longer appropriate by reason of changes in the statistical procedures, et cetera, and we also thought that the manual ought to be a part of the Evaluative Criteria so that you wouldn't have someone pick up the Evaluative Criteria without knowing anything about the philosophy back of it.

If Section A is faulty, I am afraid I shall have to take major responsibility because I wrote it, but it got a lot of criticism before it reached the present form. There may be some criticism from other associations where the procedures are somewhat different. However, this in general describes the procedures which we have found to be successful in the Middle States.

Incidentally, we have some research to support that. Father Lafferty of Fordham University shows in his doctor's dissertation that the Middle States Association has been more successful in meeting the purposes of the Cooperative Study than any other regional association.

Any other questions, comments or ideas?

I believe that perhaps we should adjourn now. I appreciate your willingness to listen to this discussion and I hope we may look forward to a worthwhile meeting next year.

By the way—we asked this last year—do you want to have a discussion meeting like this next year after a year's experience with the 1950 edition?

DR. FERGUSON: I so move.

(Motion duly seconded.)

DR. MATTHEWS: If there are no further questions or comments, thank you for being so attentive.

(Whereupon, at 12:45 o'clock P. M., the meeting was adjourned.)

AFTERNOON SESSION

FRIDAY, NOVEMBER 24, 1950

EDUCATION IN THE STRUGGLE FOR FREEDOM

DEAN ALTHEA K. HOTTEL, *President*,
American Association of University Women

Crossing a frontier whether it is the boundary line of a nation or whether it leads to new and uncharted areas of experience and of thinking involves one in many adjustments. In moving into the second half of this century all people of the world are facing frontiers that are formidable. Explorations into the realm of the physical and the biological sciences unquestionably will be undertaken. We have on this program one of the greatest scientists of our day and I shall make no attempt to sally forth into his territory. There is, however, a second equally important area, that of human relationships, the pastures of the social scientists, which will occupy a very fundamental role in the struggle of the world for peace and freedom. It is in this region that I shall presume to speak.

The Report of *The Trustees of The Ford Foundation* published in September, 1950, puts this issue immediately before us:

"Man must choose between two opposed courses. One is democratic, dedicated to the freedom and dignity of the individual. The other is authoritarian, where freedom and justice do not exist and human rights and truth are subordinated wholly to the state . . . The making of the choice is not a single, simple act of selection; it is a way of total living, and to choose it means to choose it again and again, today and tomorrow, and continuously to reaffirm it in every act of life. . . . At this cross-road we face two great and related needs. The first is the establishment of a lasting peace. The second is the achievement of democratic strength, stability, and vitality. . . . One great need underlies all these problems — to acquire more knowledge of man and of the ways in which men can learn to live together in peace in a complex, conflicting, and ever-changing world."

Hilaire Belloc tells how once he and a friend were climbing by night in the Pyrenean Mountains. Suddenly a terrific storm burst upon them. "This," exclaimed his friend, "feels like the end of the world." "Not so," replied Belloc, "This is how the dawn comes in the Pyrenees." I recall another picture. This is of two young people standing in the valley of the Jungfrau looking up, waiting, hoping to see that magnificent peak amidst the clouds. All

around them was sunshine, a blue lake, other lesser but nevertheless breath-taking peaks and way above them the mists obscuring their view of the Jungfrau. But they waited and watched each day for just a glimpse of the great pinnacle. William Blake entitled one of his works of a similar theme, "I want."

Frontiers in the struggle for freedom may be of the first type, terrifying, seemingly an end of the world when actually it is the coming of a new dawn. Or again, the frontier may be a longing for a clearer vision of something great and majestic that already exists.

A wise, sober and realistic statesman of our generation, Henry L. Stimson, warned us four years ago that the job the United States had to do was "to make freedom a reality in the post-war world." We know from the events in the first half of this century that freedoms even with an enlightened citizenry can vanish. President Dodds of Princeton has so aptly raised the question as to whether "given an opportunity to be enlightened a free people will inform itself and therefore be moved to act wisely to preserve its freedom."

The power to think and reason has marked off mankind from the rest of creation. Now, suddenly, this world of independent thought is in deadly peril. We have seen all too realistically that the first victory of the dictator is not over the territory of his neighbors, but over the mind and spirit of his own people. Just as we prepare material defense against physical invasion, we must at the outset look to our spiritual and intellectual defense against the invasion of those rights of freedom to think for ourselves which are the very foundations of what we call the American way of life.

We may very well ask ourselves what we mean when we say we are dedicated to the fight for freedom around the world. The United States has armies that extend from the Atlantic to the Pacific. We trade in all continents. We have built schools, sent missionaries and have made financial investments and generous contributions, both public and private, to free man from the poverty, disease and controlled thinking that pervades all too large a proportion of the earth. In this position of leadership we may be seen by others as the "worlds best hope" of Jeffersonian concept. But in going around the world in the past year, I also saw us feared and there is grave concern as to whether we shall be able to meet the moral and material commitments necessary to preserve and to encourage democratic practices.

A young scholar in India asked me why the United States seems so afraid of communism at home if democracy really is a suc-

cess. He illustrated by saying, "You have high standards of living. Your people have work. Your young folks are in schools. You have a free press and free elections. You are advanced in atomic and other weapons. What are you so afraid of?" We may be forced to admit it is not things Americans fear, but men and ideas.

The bulwarks of American freedom are the Constitution, the courts, an alert and educated citizenry, a set of individual, personal values that give higher priority to the preservation of freedom than to economic advancement, immediate advantage, and ultimately life itself.

Basic to the struggle for freedom is a belief that man as an individual should be free to think as he pleases and say as he thinks, answerable only to his conscience and his God. This places a grave responsibility on the institutions which influence his thinking — the home, the school, the church, the economic — to perform their tasks with great integrity. This freedom without question requires responsible judgment and action on the part of the individual exercising such freedom.

It becomes difficult to many to reconcile such fundamental beliefs with action at times of "real and present danger" to our nation. Specific groups such as immigrants, educators, civil servants, employees of defense concerns, scientific researchers in strategically significant areas and religious groups become suspect.

Current threats to freedom of thought, for instance, involve the concept of "loyalty" and its use or misuse; the doctrine of guilt by association; the technique of the unsupported charge and the lack of opportunity to see evidence or offer rebuttal; the difficulty of drawing the line between the "disloyal and seditious or treasonable" and the merely critical or radical. And yet a civilization to us would be unthinkable if the unqualified right of the individual to think as he pleases and to say what he thinks, regardless of preconceptions, creeds, opinions and prejudices were abridged.

The point most persistently made to me around the world was our undemocratic practices at home, our discriminations against religions, ethnic and racial minorities. This is the most telling card used by the communists, not only among the colored races who constitute two-thirds of the world, but among the whites of other nations as well. This raises questions on the democratic spirit, the sincerity and the reliability politically of America.

Young people in their conferences, homemakers, business and professional men and women, the scholars, the refugees in camps asked if it were true there were lynchings, race riots, segregation, quotas in our universities, and voting obstacles on the basis of race or

religion. While there are still very obvious vestiges of the caste system in some nations, and even though there are strong class differences in Europe, racial ones in Africa, America is the nation that is spearheading the drive for democracy. We are the country leading in opposition to totalitarianism. We are advising governments on what we believe will encourage democratic practices. Any undemocratic actions on our part are therefore open to immediate criticism.

Twenty-eight representatives of national organizations in American life went around the world together a year ago to learn about the problems and attitudes of the people in the nations visited through direct discussion and thus to improve our understanding of America's world responsibilities. We could not help but turn our eyes back to our own country as we were faced with the searching questions of our hosts. We found too that we could not have hoped to demonstrate democratic relationships if we had not had representatives of various religions and races in our group.

It was an outstanding American Negro woman among us who when asked in India about our discriminatory practices in this country said, "Yes, we have discrimination in America, but I have now been more than halfway around the world and I have yet to see brown peoples in any nation that have made the advances of those in the United States, and we live in a country where we can strive for the things we believe should be."

In the struggle for freedom, let us as educators see how our teaching materials are meeting this problem of "acquiring more knowledge of man and of ways in which men can learn to live together in peace in a complex, conflicting and ever-changing world." I shall turn for example to the survey and appraisal of *Intergroup Relations in Teaching Materials* published in 1949 by the special committee appointed by the American Council on Education to study these factors at a time when anti-Semitic, anti-foreign, anti-Negro, anti-church sentiments are on the increase in the United States. These tensions are serious threats to the American way of life and to our relations with other nations.

In most American cities, growing up as a Jew is quite different from growing up as a Protestant or as a Catholic; certainly the conditions of individual development are not identical for whites and negroes. There are points of friction between Spanish-speaking and English-speaking groups, of Asiatic and Occidental Americans. It is not sociologically a "Negro problem," a "Chinese problem," a "Jewish problem," but one of society at large.

The American Council on Education study assumes . . . "(4) that the conditions of living in the United States now require of us a new and more sensitive adjustment of intergroup relations, and (5) that failure to effect now a harmonious relationship among the diverse and sometimes belligerent groups in our population negates the 'American dream' and weakens us at home and abroad at the very moment in history when our need is greatest for a magnificent unity in defense of and experience in democratic living. . . ."

A second major assumption underlying this study is "that the educational forces and institutions of the United States have responsibility for direct effort toward the improvement of intergroup relations." Tensions among groups are dangerous to society and education should be especially alert to them. Certainly this is not the task of the school alone. The economic organization of modern life, our subtly taught folkways and mores, the influence of mass communication as the press, the radio, and the film can either jeopardize or fortify anything the school can do. Effective education in intergroup relations is a combined effort of these agencies with the home, the church and the school.

The process of education for such relations involves every aspect of the school. What happens in the social life and extracurricular activity of pupils and students is of significant consequence to the attitudes and skills they develop. Intergroup relations have to be practiced in social living. A school performing this task well will examine its administrative practices, student clubs and organizations, methods of teaching, techniques of guidance, as well as the formal course of study and the teaching materials.

What the American Council on Education committee has found or has not found in our current teaching materials has much to do with the tensions in our nation that undermine its concepts of freedom, its democratic stability and its influence abroad. In general, "The teaching materials and outlines commonly used in our elementary and secondary schools do not present a clear and convincing picture for pupils of the role of the individual in a democratic society, of his duties and responsibilities, and of the nature of personality growth and adjustment." Little is found about the role of ethnic, racial, or religious groups in American society. "Relations among groups . . . are not often explained directly, and are often, by implication, based upon concepts long outdated. . . . It would be easy for a pupil to graduate from high school in the United States without ever having studied any of these factors of group life in America."

The United States has never been wholly secure in its feeling of Americanism. The only well-marked folkways were brought

from Europe. There has been a constant process of redefinition and clashes of factions created by the swift industrial and business revolution. In the 1850's there were fears that newcomers would present economic competition. Each national group tended to consider itself the true American. To be American has played and is continuing to play an important aspect in the psychological security of those who make up our nation. One's own Americanism is thought to be proved if one condemns those with different customs.

Stereotypes frequently have been used; individuals have been judged by generalizations on the groups from which they come. Abusive terms have been coined. "Wop," "Hunky," "Greaser," "Mick," "Kike," "Sheeny," "Dago," "Chink," "Polak" and "Bohunk." We speak of the "dumb Swede," the "canny Scot," the "fighting Irish."

Pupils studying in typical schools of the United States, the American Council on Education reports, are not given basic information about the races of mankind. There is a heavy emphasis on historical data. Indians are encountered largely on the frontier; negroes are studied as slaves; Asiatics in terms of the west coast conflicts of a generation ago. There is relatively little sociological analysis of the groups as they are today, or of the direct problems of race relations in American life. Here the deficiency of teaching materials is primarily one of omission.

In the area of religious concepts, the texts in general are tolerant and understanding, although there are instances where obvious prejudice and bias appear. Slight distortions provide a basis for rationalization of prejudiced attitudes.

The same report points out that at the college level in survey or introductory courses in social science, to the extent that the syllabuses and courses of study do deal with problems of intergroup relations, they are factually accurate. They are not, however, well correlated with the contemporary social scene; they are not dynamic and they leave to the student the difficult task of applying their theses. In general, there is less material in the college texts than in the high school texts which could be construed as inimical to good intergroup relations. They present fuller accounts and use more recent research findings. But too often the facts presented are dissociated from the emotional drives which impel action. Values are not strongly expressed. Most college texts emphasize social theory and factual data bearing on groups, but give only slight attention, if any, to the motivations and techniques of social change.

It is evident from this survey that the struggle for freedom must become more directly related to our educational programs, techniques

and materials. The great foundations are placing increasing emphasis on study in the area of human relations. In the second half of this century, we should be able to effectively utilize this research. There is also a growing awareness of the people of our nation that in this country there are second-class citizens; that there are great groups of people who do not share in the cultural, economic and social advantages of our prosperous nation. In October 1947 an opinion poll reported by *Fortune* indicated that 50% of the American people have active prejudices, but that 28% of our people are ready to support "strong measures" to overcome intolerance. The National Student Association of America is working very vocally with these issues. Some educational and religious groups also have very forthright programs. The United Nations and its specialized agencies such as UNESCO, the World Health Organization, the Food and Agricultural Organization are making real headway.

What we do in the United States is heard all around the world. If we have the moral strength to help individuals free themselves from frustrations and prejudices, to assume a mature political leadership that is concerned with the welfare of the world as well as with our own best interests, we shall not only demonstrate the strength of our democracy, but we shall encourage the growth of freedom in many countries. It will not be identical with ours, but will be designed to fit the needs and conditions of the people it serves.

The 1947 report of Raymond B. Fosdick, then president of the Rockefeller Foundation, contained these significant thoughts: "The issues of our time and of human destiny will be determined not at the physical, but at the ethical and social level. Material power and dollars and military ascendancy may preserve us temporarily; but the dynamic tensions of our society can be relieved only by moral and social wisdom, and that kind of wisdom cannot be precipitated in a test tube nor can it be won by the brilliant process of nuclear physics. The world of the future will be a world of diversity, held together by a conception of common interests. It will be a world in which many political faiths and economic creeds are tolerated and widely differing points of view fertilize each other for the common good. Our challenge in this generation is to discover the common interests, the terrain of possible collaboration, the overlapping areas of curiosity and sympathy, of aspiration and mutual advantage that bind the human race together regardless of ideologies or boundary lines. The search for these rallying points of unity, the development of new techniques and areas of cooperative action where ideas and experience can be pooled and combined — this is the immediate task; this comes

first; this is the foundation of the ultimate structure of a united society."

We have a grand opportunity to show our worth as architects of a new state. Let it not be said that we did not prove equal to the task.

THE ROLE OF AMERICAN SCHOOLS AND COLLEGES IN THE INTERNATIONAL CRISIS

DETLEV W. BRONK, *President, The Johns Hopkins University*

President Gummere, Dean Hottel and members of the Association: One of the characteristics of the present crisis is uncertainty as to the course and nature of the danger which confronts us. But there are few who would deny that human freedoms we value highly are certainly threatened by small groups of individuals who seek to gain great personal power without regard for the rights of others. By utilizing scientific knowledge which they have not made available to others in their nations, they have already gained powerful control over the lives and thoughts of vast numbers within the confines of their empires. They now seek to extend that power by dominating the peoples of other nations. Apparently, they propose to do so either by armed aggression or by creating fear and confusion among the peoples of democratic countries and thus robbing them of the freedoms and satisfaction which make life worth living.

Because of this double threat we face the necessity for preparing ourselves in many ways to withstand those threats. I would mention four national needs pertinent to the responsibilities of educators.

The first is the development of our military forces. This involves the training of men and women to fulfill many tasks requiring many skills, research and the development of new weapons and the industrial production of the implements of war. There can be little doubt as to the actions of our enemies if we are not fortified by such military power.

A second is greater understanding of the cultural background and customs of the peoples of other nations. If we are to fulfill our role as a leader among the democratic nations, such sympathetic understanding of their traditions, ideals and problems is essential. Nor can we afford to be ignorant of the foes we face.

A third is the obvious necessity to maintain social and economic conditions within our country which make possible the preservation of our national strength. And, finally, there is the need to sustain human values and ways of life that are worth defending.

I need not emphasize to an audience such as this that schools and colleges are essential for the achievement of these objectives. It is necessary to reaffirm this fact repeatedly in these times when the urgent need for educational institutions is ignored by many because they are concerned with more easily appreciated and more immediate needs.

I assume that your primary objective is to train young men and women to maintain and defend our civilization and to enjoy the rich life that civilization makes possible. This is the most important function in our national life, for skilled, intellectually trained men and women are our greatest national resource. It is an especially valuable resource because our enemies are superior in mere numbers. Accordingly, educators have the responsibility of providing our country with the intellectual superiority which compensates for lack of manpower measured by brawn rather than by brains.

There is an obvious need for young men to maintain our military strength. There are many proposals for their training and selection to fulfill that need. This is not the place to debate the relative merits of these proposals nor to discuss their impact upon educational institutions. But I would urge that you and our legislators recognize the urgent need of the armed forces for men who have technical skills and for men who are versed in many fields of learning. The argument that the needs of our Army and Navy and Air Force can be satisfied by untrained youth of eighteen is an argument appropriate to the days of the battle-axe and sword. If this continues to be ignored, we could fit ourselves for military defeat and national disaster.

The manifold duties of a modern navy are not discharged by immature, untrained men. An air force is not maintained and operated without the services of hundreds of thousands of mechanics, navigators, electricians, communication experts, skilled pilots and experienced administrators. The effectiveness of ground forces depends upon hundreds of skills and learned professions. They will withstand a numerically superior foe if they comprise men of superior intelligence, superior ability and greater versatility.

I would stress the need for versatility. New scientific discoveries and new applications of science make possible rapid changes in the strategy and tactics of warfare. Accordingly, it is necessary for our men to adapt themselves quickly to the use of new weapons and new tactical procedures. In the recent war our men displayed that versatility because of the breadth of their education. To provide such qualifications is a responsibility of our educators in preparing for the uncertain future. It is our responsibility to emphasize the need for trained men in our armed forces. If we plan to wage

war without trained men, we are wasting our efforts in developing scientific methods of warfare. If we disregard the military, industrial and social need for training in the humanities and social sciences as well as in engineering and science, we will soon have a civilization scarcely worth defending.

Much thought and wise judgment will be required of educators to devise means for training men and women to fulfill the needs of the future at a time when men and women are needed for immediate military service. We are faced with the problem of satisfying the needs of the present without sacrificing preparation for the future. The problem is made more difficult by the uncertainty of the timetable of our national crisis. No one knows when trained men will be most needed for military service; it would be suicidal to interrupt the supply for the future.

In one sense it is unfortunate that educators should be confronted by such difficult problems at a time when the future of educational institutions is already threatened by inadequate financial resources made less adequate by inflation. In another sense the compounded crisis in education may stimulate wholesome changes in the pattern and procedures of our educational system.

For instance, I would suggest that one of the weaknesses of modern education is the too great concern of educators for financial problems, too little concern for the furtherance of scholarly values. I think of a college with whose president of twenty years ago I spent countless happy hours in stimulating discussion of ideas and of how to make the college a more exciting home for scholars. Today the present president of that college discusses only administrative problems and means for raising more money, despite the fact that the college is better endowed in real value now than then. I find this to be characteristic of many American educational institutions. It is not so in England whose poverty we pity. Life may be more austere at Cambridge, which I know best, but the masters of the colleges still think and talk of more important matters than drives for funds. If schools and colleges are vital centers of intellectual life, they will be widely recognized as essential elements of a culture in crisis and will be adequately supported.

But adequate support will not necessarily be adequate to permit the indefinite multiplication of specialized, formal courses. They are a waste of the funds provided by a generous public, and impede the development of scholars. As I go from one college to another I find that the courses in science considered to be essential for the education of a student differ widely. Accordingly, I am forced to conclude that the definition of essential courses is meaningless. The

essentials of a good education in science are stimulating teachers, adequate but not highly organized laboratories and freedom for intellectual adventures.

Many of our financial difficulties could be eliminated by reducing the number of courses, the number of lectures and thus the number of teachers. The quality and compensation of our faculties could thus be raised, and academic minds could be freed from financial worries for thought on more important matters. Students would be freer to concentrate on fundamentals and to read and think.

This applies especially to formal laboratory courses. My own experience persuades me that they give a false idea of the scientific method and of the true sequence of scientific discovery. Some such work may be necessary to familiarize the student with experimental techniques, but the usual practice of dictating the procedure to be followed, the observations that should be made and the conclusions that are to be drawn violates the spirit of science and suppresses curiosity. It certainly does not give the student the thrill of scientific discovery nor encourage experimental ingenuity.

I would repeat that greater freedom for students will better fit them to meet the uncertain demands of an uncertain future and will reduce the expense of our complicated system of too formal education.

In these times of ideological conflict, it is desirable that educators should emphasize the training of youth for citizenship in a democracy. Discussion of democratic ideals is a valuable element of such training, but the best preparation for citizenship is intellectual competence, the ability to perform useful tasks and the habit of independent thought. I believe that didactic teaching destroys that habit and the sense of personal responsibility for making decisions on the basis of considered evidence.

Greater intellectual freedom for students would encourage them to fit themselves for democratic responsibilities by formulating and solving problems. If we would aid young men and women to deal with the problems of a complex civilization in time of crisis, we must provide opportunities to learn rather than to be taught. We should thus prepare them for their future careers, for after leaving college they will not be told how to solve the problems which they encounter.

The formal, prescribed courses of a college are likewise poor preparation for graduate education. This leads me to say that I find it difficult to justify the division of universities into undergraduate and graduate schools. I am told by college teachers that their students must be taught as they are taught because they have

not been permitted to develop intellectual maturity in the secondary schools. Secondary school teachers tell me that they cannot give their students intellectual freedom because the primary schools fail to provide a good basic education. The ultimate result of this prolonged sequence of retarded development is that graduate schools now resort to courses, credits, grades and juvenile procedures.

Elementary studies must precede more advanced studies, but there are no sharp distinctions between the two. Nor does a student's understanding progress at the same rate in all areas of learning in which he is interested. Accordingly, I fail to find in the distinction between elementary and advanced work an adequate basis for the separation of university functions into graduate and undergraduate schools. If graduate education is desirable, why withhold its values from a university student until he has completed four years or has acquired a prescribed number of semester credits?

One of the objectives of higher education in colleges and universities should be to provide freedom for inquiry to those who are fitted for that freedom by desire and intellectual ability; fitness for that freedom cannot be measured by the traditional academic time-table. This is pertinent to a consideration of the role of schools and colleges during the national crisis.

If educators are justified in urging that many young men should be deferred from military service for further academic training, those who are responsible for the effective use of our short supply of manpower are justified in asking whether educators prolong intellectual adolescence by denying to college students the advantages which characterize a graduate school. I have not the slightest doubt that most students could develop their intellectual abilities more rapidly than they are permitted to do. In this time of national emergency the duration of the educational process could be shortened without sacrificing the quality of education. On the contrary, I believe, the student would develop more intellectual initiative, more resourcefulness, would suffer less suppression of his curiosity. During normal times he would gain far more from his education in the twenty years now allotted to achieve the doctorate.

I suspect that the educational system which mainly comprises lecture courses, quiz sections and formal laboratory programs is based on the assumption that students cannot learn by self-directed reading, must be taught and will not continue their education throughout life. If we make contrary assumptions, we will be forced to redesign our educational system so that students will be allowed more time for reading, will be permitted to learn rather than be taught and will thus be prepared to continue their education without teachers as long as they have curiosity and meet new problems.

It is often argued that greater intellectual freedom during college years would encourage excessive specialization. I believe that the contrary would be true. Required formal courses do not develop broadly educated men and women. A surer way of encouraging breadth of understanding is to permit a student to read and study in many fields in which he becomes interested because he sees their relevance and importance to his special field of interest. Thus he learns naturally to appreciate the unity of all knowledge.

Broadly trained men and women who have the ability to think through complex problems are required in these times of crisis. Unfortunately, the urgent need for men and women with elementary skills and knowledge will increase the pressure on educators to graduate mere technicians and narrowly limited specialists. If we yield to those pressures, we shall not provide our nation with the intellectual ability required to defend our nation against vastly greater numbers of men.

Universities and colleges should provide the opportunity to learn in association with great scholars. This is an opportunity which is increasingly appreciated by young people who face the responsibilities of confused and dangerous times. Many universities misrepresent to their students their greatest value; they certainly do not fit them to deal with difficult problems by utilizing the methods and the spirit of research and creative scholarship. And yet, few leaders in any walk of life will deny that men and women so trained are essential to the survival of our civilization.

Most universities which include undergraduate colleges, professional schools and graduate schools seem to assume that they must cater to students with quite different aims. Different methods of instruction, different patterns of life and recreation, different relations between students and faculty are designed for undergraduates and for graduates. This is, I believe, contrary to earlier academic ideals which offered to younger and older students the opportunity of living and learning in a true university atmosphere. To make sharp distinction between serious minded undergraduates and graduates is to create artificial barriers which destroy the unity of university life. Colleges and universities can give to beginning students of any age the advantages most universities now reserve for graduate students. Thus the quality of graduate education can be held to a high level while the quality of education provided for younger students will be raised above the level which is mere continuation of secondary school education.

The times may be dark and gloomy, but they are times of great challenge and tremendous potentiality. In times of uncertainty and stress some of the greatest achievements of humanity have been made.

We are uniquely fortunate in our responsibility and our opportunity. We will not fulfill that responsibility if we are ordinary and mediocre; we must have courage to do better than we have done. As educators we should recognize that young men and women have a curiosity far greater than ours. I would urge that we give them an opportunity to develop themselves as they will, not as we dictate.

DINNER SESSION

HIGHER EDUCATION:
SOME PROBLEMS AND PROSPECTS

OLIVER C. CARMICHAEL, *President*,
Carnegie Foundation for the Advancement of Teaching

While this Association is concerned with secondary as well as higher education, I have chosen to discuss the latter because I believe that the crisis in the educational program of our time is in the college and the graduate school. At other times it has been in the elementary or secondary schools, but not today. I am convinced further that if it could be resolved at the upper levels, the entire educational system would be affected thereby.

One further general comment on the nature of the discussion is in order. I do not propose to deal with the immediate and pressing problems or the unhappy prospects incident to defense efforts. These may very well be uppermost in your minds, but since defense policy has not yet been determined, it is impossible to predict the nature of the problems or their effect upon the immediate future. Hence, our concern will be long-range considerations.

Any discussion of the fundamental issues of the present requires a look at the past. Their real nature can be understood only in terms of their historical backgrounds. A quick glance at the developments over the past century may provide a useful frame of reference. The revolutionary character of the changes which have occurred between 1850 and 1950 has not been understood by laymen or educators, if one is to judge by current comments and criticism of present-day education.

The entire college population of the United States in 1850 was 11,903, according to census abstract for that year. The total population at that time was about 25,000,000. By 1900, the number of citizens had trebled, but college students had increased 20 times, to 238,000. Since 1900 the college population has multiplied 5 times faster than the population as a whole. In short, the proportion of college students to the total population is 35 times greater in 1950 than in 1850. Figures are always dull, but these are necessary to an understanding of the phenomenal character of the educational revolution which has occurred. The fact that relatively little change took place during the preceding century makes these facts all the more remarkable.

It is not necessary to elaborate on the changes in curriculum except to say that for the large proportion of post high-school students today the classical curriculum has given way to a plethora of courses

so numerous and so varied as to defy description. The obvious query is, what were the changes in outlook and in method that gave rise to the present situation? The answer to the question is difficult but it may be possible to cite a few of the landmarks. Three are discernible during the first half of the period in question and two in the last fifty years. These are (1) the Land Grant College Act, (2) the elective system, (3) the conception of the modern university, (4) the general education movement, and (5) the community college. Let's examine each of these briefly in turn.

Before the Land Grant College Act was passed in 1862, a few experiments in the field of agriculture and mechanical arts had already been developed, but they were without status or adequate support. The Land Grant Act supplied both these missing elements. The fact that more than one-half of these new programs were established on the campuses of state universities added still further to their prestige and popularity. Instruction in these subjects was defined by the university connection and doubtless also strengthened through the influence of the university faculties. The basic significance of this new program lay in the fact that it was a declaration that college henceforth in America was not alone for the well-to-do or the professionally inclined youth. It was to be the privilege also of the agricultural and industrial workers. Besides admitting a new group to the university campus, the federal plan exalted the position of those who work with their hands and provided opportunity for their education beyond that ever before afforded them. This had many social and economic, as well as educational, results. The advance of applied science and technology had its origins there. Economic progress followed close on the heels of advances in agriculture and industry. Thus while growth in college attendance was doubtless the result of improved economic conditions, it was likewise in large measure responsible for the increase in wealth — a fact which has too often been overlooked.

On the educational side, the effect of the new program was revolutionary in the extreme. It opened wide the door to the proliferation of college courses. The result was a menu of unprecedented variety, for now utility was emphasized, not mental discipline, or culture or erudition. This varied menu in turn made a wider appeal to youth so that many whose families had never thought of the possibility of higher education found it attractive and within their reach. Thus enrollments skyrocketed.

But all this development might have left the college untouched except for another innovation which was promoted by Harvard's president, Charles W. Eliot. He urged the adoption of the elective system on the grounds that the traditional courses did not embrace all

useful knowledge and that students should be allowed to follow their inclination within limits in selecting their subjects of study. For three decades or more the fight was waged. The traditionalists resisted stoutly, summoning to their aid the prestige of scholarship and centuries of university tradition. Despite their stubborn resistance, the new idea prevailed and gradually the elective system was accepted by colleges and universities throughout the land.

Once the principle of election was admitted, the floodgates were opened and one by one the guideposts of the classical curriculum were washed away leaving both students and faculty largely without chart or compass. While this was taking place, the landgrant colleges with their new programs, emphasizing utilitarian courses, were advancing by leaps and bounds in popular appeal. Students in the arts college and their parents began to question the old curriculum and to demand more practical subjects. Thus, the entire undergraduate program began to lose its character. Schools of education, home economics, music, business administration, etc., began to take their places in the arts college and to compete for student interest. Partly to meet that situation and partly because of other pressures, elective courses of the widest variety were allowed to count toward the A.B. degree. As a result of the interaction of all these divergent forces, the arts college program was mutilated. From the number of preprofessional courses listed in college catalogs now, one gets the impression that in many cases it has become a service station, lacking in equilibrium, sense of direction or function of its own. And yet in times past, it has been the hub around which all other higher education revolved.

While these changes were taking place in undergraduate education, a new movement began during the last quarter of the nineteenth century. It was represented by the development of the modern university. Johns Hopkins, Chicago and Clark Universities were in the vanguard of this movement. Their emphasis was on graduate and research work and professional education. President Harper of Chicago was the first to declare that in his university research was the primary and teaching the secondary function. That was characteristic of the new pattern. While research and graduate work had been a part of the American university for many decades, it had occupied a relatively unimportant place in the institution's life. Under the impact of this conception, it assumed a totally different position, in many cases one of commanding importance.

The effect of the new emphasis has been vast progress in the fields of science and technology. So striking has been the result that today government, business and industry rely on the services of research scientists to solve all kinds of problems. For example, during the last war the government through the Office of Scientific Research

and Development spent some \$350,000,000 on research, not counting that spent on the atomic bomb, and much of it on university campuses. One of the amazing phenomena of our time is the faith in *research* of citizens in all walks of life — a testimony to the effectiveness of the modern university.

But this emphasis had another effect on higher education. Since the graduate schools are the training centers for college teachers, the effect of their program has been to send into colleges men skilled in the techniques of research, highly specialized in a limited field of knowledge, and thus largely unfitted by training for the task of instructing youth who were not themselves to become specialists. The experience in graduate schools emphasized analysis, departmentalization or fragmentation of knowledge, the scientific method rather than synthesis, breadth of knowledge and the philosophical implications of subject matter which instructors of college youth most need. This has resulted in weakening still further the program of liberal education. Thus the development of the modern university had an adverse effect upon the traditional college program, just as that of the landgrant college though of a different kind. Both brought about changes in outlook and method which tended to obscure the meaning and purpose of the arts college.

A series of reforms were initiated after World War I which were designed to restore liberal education to its former position of prestige and influence and to give it a new vitality. Honors courses, preceptorial and tutorial plans, the "Great Books" idea, etc., were examples. Though widely popular, the special programs did not prove to be generally applicable or acceptable. Moreover, the departmental emphasis even in these experiments resulted in lack of integration of the several fields of knowledge. As a means of remedying this defect, a new approach was attempted through what has become known as the general education movement.

This program, began twenty years ago, has been steadily gaining in momentum. It represents an effort to find the "hard core" of education which should be the possession of all those who are truly educated and should constitute the foundation upon which all specialized, technical and professional training should rest. It has a two-fold task, that of discovering the basic elements of real education and then of bringing these together in a program of instruction. It has not yet succeeded in accomplishing either, but it gives promise of making a real contribution.

Certain of the more conservative college leaders have deplored the use of the term *general education*, pointing out how much richer in meaning the phrase *liberal education* is. They insist that the arts colleges have been reasonably successful in accomplishing the synthesis

which the general educationist is seeking and that stricter adherence to the traditional curriculum would be more effective than a battery of new courses. While the stronger colleges are undoubtedly measurably achieving the goal of real liberal education through great teachers, nevertheless, departmentalization of knowledge is still a dominant feature and a serious stumbling block.

It is encouraging to note that a number of the more alert colleges and several professional schools are seriously attacking the problem which has concerned the general educationist. Two medical schools and three engineering institutions have within the past two years inaugurated new programs in this field. Several graduate school faculties have entered upon quite elaborate plans for the preparation of college teachers who will be more than specialists, who will be able to transcend departmental lines and teach students rather than subjects.

General education is still lacking in focus, in clarity of purpose and in clearness of vision as to content and method, but the fact that it has enlisted the interest of so many in graduate and professional schools, as well as in the colleges, indicates its importance and its possibilities. It represents one of the really germinal ideas of our time and is destined ultimately to affect the entire system of education in this country.

The second important development of this century is the community college movement. In 1920 there were only 8,000 students in all the junior colleges of the country. This year more than 500,000 students are attending 600 institutions of the two-year type. This phenomenal growth has not yet reached its peak. The indications are that it will be equally as rapid during the next two or three decades. Though these institutions have not yet clearly defined their purpose, they have already demonstrated their great usefulness to the communities in which they are located. Both general and technical courses make up the curriculum, but the emphasis on the latter is growing. This provides for students who are either not qualified for the four-year college program or who for some reason do not desire it. Two years beyond the high school fits youth for positions in industry which require greater maturity and more training than the high school can give and thus fill a real need of those who are seeking to fit themselves for useful places in our technological society.

Time will be required to develop a fully effective program. Evidence that advances are being made is found in the experimentation which is going on in several states and in a state-wide study of general education in the junior colleges which is now in progress in California. The full effect of this latest development in

higher education cannot yet be predicted, but there is little doubt that it will be far-reaching.

It would not be appropriate to close this discussion without some reference to certain basic issues. Sir Richard Livingstone said, "The most important task of education is to bring home to the student the greatest of all problems — the problem of living — and to give him some guidance in it." He points out that youth needs "a philosophy of living, for shaping conduct, for reference in doubt, for challenge, stimulus, and driving power" and that education is responsible for assisting in its formulation.

The problem of teaching values is basic to all education. A recent study of the concern about it in a group of leading colleges and universities revealed a surprising interest on the part of administrators and faculty. A five-year study of undergraduate education now in progress at Princeton is designed to throw light on this basic issue. Certain developments in general education are concerned with its solution. The efforts and interest in this field are a source of great encouragement in these confused and uncertain times.

GENERAL SESSION

SATURDAY MORNING, NOVEMBER 25, 1950

LANGUAGE AND COMMUNICATIONS
AT THE MID-CENTURYAILEEN TRAVER KITCHIN, *Associate Professor of English,*
Columbia University

There are two things I want to talk about this morning in connection with language and communication; first, about the urgency of our need to come to terms with the problems of linguistic communication — that is, of communication by means of words; and second, about the direction in which current research in the fields of language and communication is leading instruction in the schools and colleges. Language is simply a system of sound symbols. The use of these sound symbols for purposes of social interaction within a given language community is communication. Communication is the interaction of the speaker and the hearer, who in turn becomes the speaker; it is the interaction of the writer and the reader. Writing and speaking in and of themselves are merely self-expression, and reading and hearing in and of themselves are merely individual interpretation. It is when expression and interpretation are fused in common social experience that we have communication. It is with this communication in this sense that we are concerned here.

Our immediate problem now at the mid-century arises from the intensive and extensive effort that every interest group is making to convince us of the infallible and exclusive rightness of its product, from can-openers to collectivism. We are subjected to an unceasing barrage of words that presses us to the extremes of immediate acceptance or immediate rejection without time for evaluation.

It is the ever-increasing intensification of this barrage — made possible by new devices for the projection of words across time and space — that makes the development of new tools for rapid evaluation so urgent a matter. The telescoping of time and space has come upon us in such a rush that we are hard put to it to adjust. When we look at the tremendous span of time between the invention of writing and the invention of the printing press — the latter invention only a short five hundred years ago — we should not be surprised that the inventions of the last seventy-five years have left us literally punch-drunk. In these three-quarters of a century we have had the telephone, the wireless, recording machines, the radio, the motion picture and television, to say nothing of the immeasurable increase in the output of the printing press. Furthermore, the speed with which we can

reproduce language and distribute it around the world in printed as well as in oral form is breath-taking. Increased means of reproduction, increased speed of distribution, and particularly the use of certain of these devices for mass communication have forced us to focus our attention on the problem of evaluation.

Another problem in communication that has been of increasing concern to us under the pressure of mass media is really a very old one — the problem of understanding each other. Countless books, articles, and editorial columns written on the subject during the last ten years bear witness to our increased concern for understanding. There have been a great many well-meant, though frequently naive suggestions for improving our linguistic tools for understanding. I remember one editorial that appeared in the *Detroit Free Press* a few years ago which suggested that what we really needed to do was to agree on the precise definitions of words, and then hold to them in all our discourse. It has also frequently been suggested that what we really need is an international language such as Esperanto that would make it possible for men of all nations to communicate with each other without the present dangers of misunderstanding. Suggestions such as these indicate that many of us, who are really extremely sensitive to the need for better understanding, are not sufficiently informed about the nature of language, the nature of its signalling system, and the nature of meaning.

It is exactly at this point that the schools and colleges are assuming responsibility and must assume increased responsibility in teaching the facts about language and meaning and how our linguistic symbols signal meaning. The study of language is a very old and honored discipline in the schools. Like all disciplines, it is subject to occasional re-examination and re-evaluation; currently it is undergoing such a re-examination. Language study has been burdened with a number of traditions, many of which are almost of a nature of folklore with a history some two thousand years old. We are, of course, much attached to many of these traditions, but they are not the tools with which to attack our current problems in communication. At the present time, however, we stand in a peculiarly advantageous position to bring to these problems the research findings of disciplines that have developed and matured in the past century. A great deal of new light has been thrown on both language and communication by research in the fields of linguistics, psychology, anthropology, physics, physiology, and speech. Scientists in the various fields are coming to the same conclusions, although they have worked with different tools, different disciplines, and with different materials. Since the conclusions reached in these various fields of investigation have generally confirmed each other, we are provided with a new set of tools for at-

tacking the problems of communication, the validity of which are well established although many times they are at variance with our accepted traditions.

There is not sufficient time today to go thoroughly into the implications of these findings and conclusions, but I would like to point to a few of the applications to instruction in language and communication that are being made in schools and colleges at the present time. With the two problems of evaluation and understanding of what is communicated by means of language at the center of our attention, instructional programs in language are being widely re-examined by teachers and administrators. As a result, three notable changes are under way. The first has to do with a general re-orientation and shift of emphasis with regard to the nature and function of language; the second involves a redistribution of responsibility for instruction in language and communication; and the third, much to the delight of many students and instructors, concerns instruction in what is usually called grammar and usage. The re-examination that is under way in this last area is largely a result of the wealth of new light that is being thrown on the structure of language — the ways by which a given language signals meaning — by the work that has been done in the last 150 years by linguistic scientists.

I have already mentioned briefly the shift of emphasis with regard to the function of language when I defined its chief role as that of social interaction. Most of the older text books on language and rhetoric began by defining language as a means of expressing thought, feeling and emotion. And so it is. But an exclusive concern with language as a means of expression is a more or less exclusive concern with the art forms of language, with literary form and style, with the literature of imagination, with self-expression. Over the ages we have taken language very much for granted and in so doing have taken its primary function for granted as well. We have turned our conscious attention in the schools, at least, to the function of language as an art medium rather than to its function as one of the essential cohesive forces in human society. Anthropologists have found no human society without a language, but they have found many societies without anything that can be classified as a linguistic art form, either oral or written. With our tremendous need the world over to understand each other, to adjust to each other, the schools and colleges are turning more attention at present to the role of language as a means of social cohesion and interaction. Creative writing and the study of literature are not by any means being eliminated from the curriculum; there is fortunately widespread recognition of the fact that music, art, and literature have long been common bonds across national and cultural barriers. At various

times in history they have been the only bonds. But there is a new and much needed emphasis on language as one of the chief means of achieving social interaction. Partial evidence of this fact is the numbers of colleges that are re-naming their courses in composition and rhetoric and calling them courses in communication or in communication skills or arts. One can assume that the relabelling signals a shift in emphasis at least if not a complete shift in content or approach. Other colleges are not relabelling but are adding units on communication. Others are setting up complete courses in communication by the side of the existing courses in composition.

Just as there are signs of a shift in emphasis with regard to the function of language, so are there also evidences of a vigorous shift in our approach to the problems of understanding, that is, of meaning. Here instruction is being based largely on investigations in the fields of linguistics, psychology, and philosophy, which have forced us to re-examine our traditional concepts of the relation between linguistic symbols and the things for which they stand. In the past we have tended to operate on the theory that the meanings of words are easily identifiable and more or less fixed. Today we are learning to our dismay that neither of these things is true. Today we are learning that the meaning of any word or expression is the situation in which it characteristically occurs, and that the identification of these characteristic situations is anything but a simple process. We are learning also that meaning, identified as characteristic situation, is no more fixed than the situation. To illustrate these points, let me draw a circle which represents the world of practical events. This is the world that contains all the things of which we are conscious in our culture — objects, actions, ideas, values. Now, let me put the "object" cat into this circle just to represent all these things in our culture. Adjacent to this circle let me draw a second. This is our system of oral symbols, that is, the set of noises produced by certain organs which we have called the speech organs. This, then, is language. The conventional social arrangements of these noises symbolize events in the practical world. The sounds [k], [æ], and [t] arranged in that order in our speech community stand for or symbolize the "object" cat in our practical world. These oral symbols are by no means complete or accurate references to events in the practical world as no symbol is ever a complete or accurate reference. For example, the word *cat* has no practical accuracy with reference to any living, meowing animal. The point that I wish to make here is that the meaning of language is the event in the practical world. The meaning of language is not in the language but *is* the thing or the pattern of things and events which the language symbolizes. Now let me draw a third circle. This is writing. In itself it is

nothing more than conventionalized marks drawn on a surface, for example, the marks that we put down when we write the word *cat*. These are symbols of the sounds which are in turn symbols of events in the practical world. Writing then, is a secondary set of symbols — two steps removed — while speaking is a primary set of symbols. A study of language, therefore, is first of all a study of the oral symbols and the patterns and arrangements of these that signal meanings, that is, that stand for events in the practical world. The meaning of any one set of these oral symbols is no more or less fixed than the practical events for which they stand. One cannot, therefore, regulate the meanings of language unless one undertakes to regulate the ideas, the concepts, the objects, the events in the practical world. The meaning of any word changes with the change in the experience of the people who use that word. *Democracy*, then, in America means the experience of the people of America and has, therefore, no exact equivalent elsewhere.

This present concept of meaning — I apologize for an oversimplification that has all the dangers of distortion — has led a great many schools to introduce new approaches and even new disciplines. First, there are any number of experimental programs and units designed to teach students to observe the behavior around them and so to get at the meanings of the language used in varieties of speech situations. In other words if we want to know what a Russian means by *democracy*, we find our answer not in the exclusive use of the dictionary but by observing and classifying the behavior and experience of the Russian people which they themselves label as *democracy*. The question of the moral quality of Russian democracy or of American democracy is not involved in the definition of the term, which must be description. Moral judgment is not a function of definition. Second, there is real attention being paid to the oral language as well as to the written. It is felt, apparently, that since the oral language is the primary set of symbols, it is as important an area for instruction, if not more so, than the written language. Third, many institutions are releasing time for faculty members in linguistics, psychology, and philosophy to explore further the theoretical bases of meaning.

The redistribution of the responsibility for instruction in language and communication is one of the most interesting phenomena in the current educational picture. Traditionally the responsibility for instruction in our native language English has been placed in the department of English language and literature. Departmentalization of instruction is no necessary handicap to the teaching of literature, which is an art form, nor to the teaching of grammar, which is a descriptive science. But departmentalization has been a most un-

fortunate development in American education with regard to the process side of instruction in the native language. By process I mean to that part of English instruction that has to do with teaching people to read, to write, to speak.

"Historically, the writing of the vernacular (or, in earlier years, of Latin, the scholarly vernacular) was an explicit, pervasive, and undisputed part of the scholar's general training. It was a specific subject of study under the name of rhetoric, but it was the container and the medium of all intercourse in all subject matters, and its discipline was inseparable from any and every field of instruction . . . it was everybody's concern. And that concern was exercised, as it is today in the English and French universities, by teachers in history, in philosophy, or in mathematics, who refuse to accept ill-considered and slovenly writing from students who should be capable of better.

"About the middle of the nineteenth century, in the American universities, particularly, 'rhetoric' came to be regarded as a separate subject of instruction, and its accepted aim came to be, not the training of the mind for the general purposes of communication and discussion, but the development of a special proficiency, rightly or wrongly identified with 'literature.' There is probably little reason to doubt that the refinements of writing received better attention under that plan; it is much more questionable whether they affected more than a small minority of the students exposed to them. But it is quite certain that the final effect of the plan was to delegate the sole responsibility for writing as a general discipline to a department — usually a department of 'English' or 'Composition' — which could not exert its influence effectually beyond the doors of its own classroom. . . .

"Almost inevitably the system deteriorated. Having delegated the responsibility, college teachers came to feel that they had no share in it, and brought neither authority nor interest to bear upon the students' performance as it effected them."¹

The chief difficulty in this procedure, however, stemmed from the fact that whenever a process is taught for the sake of the process alone, it is apt to become sterile. Teachers of rhetoric and composition have had to pull the subjects for composition and rhetoric out of the air, so to speak, so as not to infringe on other subject matter fields. Students were writing merely for the sake of writing and not because there was something they had to say in written form to someone. Since English in our country is the medium of all instruction in all subject matter fields (except in advanced courses in foreign language), the responsibility at least for maintaining what has been taught in language and communication courses is being distributed in many institutions among other subject matter fields. Administratively this redistribution is being handled in many different ways; no single pattern has yet emerged. A favorite pattern, however, is that of establishing writing and communication laboratories, staffed

¹ *A College Program in Action*, (New York: Columbia University Press, 1946), pp. 36-37.

usually by members of an English department, but with content drawn from all subject matter fields through the active cooperation of other departments in the matter of scheduling of assignments and subjects.

In several of the institutions where courses in communication arts and skills have been established, there is another pattern of inter-departmental cooperation. In somewhat the way that members of different departments have worked together at the college level in establishing courses in humanities, contemporary civilization, and general science, and at the secondary level in establishing integrated, correlated, or core programs, members of various departments are working together in establishing courses in communication. The leadership in this development has come chiefly from departments of English, speech, and journalism, but depending upon the institution, or upon the grade level one also finds departments of linguistics, anthropology, psychology, philosophy, art, and music taking an active part.

The changes that are taking place in our instructional practices with regard to grammar and usage are not being accomplished with quite the same degree of urbanity that characterizes the changes in program previously referred to. While for some the changes constitute an exciting and profitable experience in meeting new truths, for others they mean a repudiation of long-cherished traditions that have been regarded as irrefutable facts. For these, the changes are hard to accept, and there is frequently expressed some of the bitterness that Ptolemaic astronomers probably felt when the findings and conclusions of Copernicus became the order of the day.

Discussions of grammar generate more fire than discussions in the larger field of communication probably because grammar carries with it a heavier burden of traditional and cherished folklore. It is an old, old discipline in our culture; and it has been both credited and blamed with many matters for which, by its very nature, it could not possibly be held responsible. For example, it has been, in the past, held responsible for logical expression — and has even been made the basis of logical systems. As a matter of fact, while grammar is systematic, it is anything but logical. English consistently places single adjectives before nouns; French post-poses its adjectives. If one system is "logical," then the other cannot be; yet both systems serve their speakers equally well to signal modification.

At any rate, the changes which are taking place in our programs of language instruction are adjustments to the findings and conclusions of the linguistic scholarship of the last 150 years. There is time today to mention only a few of these. The president of your Association, Mr. Gummere, has already called attention to these and

many more in an article on Latin grammar which was published last year in *The Classical Journal*.²

First of all, grammar is a descriptive science; that is, it observes language as it is actually used, classifies the various elements of the language into categories according to their forms, and then generalizes. In a sense it is a pure science and not merely a set of rules for correct speech. Every language and every dialect of every language, therefore, has a grammar; that is, we can describe the way the language or the dialect operates. The dialect of the man in the street has just as complicated and patterned a system of signalling meaning as the language of the most cultivated speaker or the language of the literary essayist. When we teach grammar in the schools, we teach the grammar of the educated speaker, or rather the grammar of the literary artist. It is our privilege, certainly, to teach a selected grammar rather than all grammars. Our mistake, apparently, has been to assume that there is no grammar but the one which we have selected to teach. Furthermore we have identified the teaching of grammar with the teaching of "correct" usage. Unfortunately, there is no real evidence that instruction in grammar has very much to do with the mastery of a given set of speech patterns. Certainly we are quite proficient in the use of our native languages by the time we are six without ever having come in contact consciously with grammar at all. Instruction in grammar is somewhat like instruction in chemistry or in any one of the physical sciences that presents the science systematically and completely, without attention to the applied field. The applied fields of any science depend on the pure science as a basis, but those who benefit from the application need know nothing of the chemical formulas that made the application possible. Likewise those who benefit from applied grammar, that is, those who learn the automatic use of certain speech patterns, need be taught little if anything of the grammatical formulas which they are learning to use.

At the present time many schools and colleges are again deep in discussions of the place of grammar in language instruction. Both English and foreign language teachers — at least the Copernicans among them — are beginning to regard the teaching of grammar as an explanation and generalization of usage. It is useful in that it provides sets of labels that enable us to talk about language, and a set of generalizations against which we may check our usage at such times as we have a chance to check and revise what we say. The spoken language, of course, cannot be so revised and checked. Grammar definitely has its values, but they are not the ones that we have always

² John F. Gummere, "Latin Grammar in *Proper Perspective*," *The Classical Journal*, XLV (October, 1949), 37-40.

claimed for it, that is, that a knowledge of grammar is *essential* to the ability to use a language correctly. A knowledge of grammar has somewhat the relation to the use of language that a knowledge of automechanics has to driving a car. One can probably drive a car more intelligently if he knows how its engine works, he can fix the carburetor or the gas line more efficiently, and he can certainly talk about the car more brilliantly. But the knowledge of automechanics is not essential to driving, whereas practice to the point of automatic control *is* essential if one is to drive with pleasure and safety. Automechanics can not take the place of driving practice. A knowledge of grammar, then, is helpful, but it cannot take the place of language practice. With these facts in mind, many schools and colleges are making provision, particularly in their foreign language instruction, for practice laboratories. Since the primary language is oral and is produced by automatic manipulation of the speech organs in response to a stimulus, these laboratories are concentrating on what is literally muscle training. Grammar is being taught systematically in conjunction with such laboratories, but it is used as explanation rather than as the road to mastery.

Another change that is taking place — and this is the last one that I will mention here — results from our adjustment to the fact that we can no longer support the assumption that there is a universal grammar. We have long assumed in our instruction that Latin grammar is the basis of English grammar. There are those of us who say, "I never understood English grammar until I studied Latin." And there are those of us who say, "I simply can't teach Latin because my students know nothing about English grammar when they come to me." The fact that Latin and English have many lexical items in common, together with the fact that we have all been taught English and Latin grammar under the same sets of classifications, has led us to believe that the two languages are much more alike grammatically than in fact they are. As we have been taught them, both languages have more or less the same tenses, more or less the same parts of speech, and somewhat the same case system. This is almost complete illusion. Latin, on the one hand, is a highly inflected language, while English, on the other, has only six inflections left, and signals its meanings not by inflectional endings but by a set of patterns, usually called word-order patterns. Two languages could hardly be more dissimilar in grammatical structure than Latin and English unless they be Latin and Chinese. Chinese is completely a word-order language with no inflections whatsoever.

The reason that some of us have found that we did understand English grammar better after we studied Latin is simply that English grammar has yet to be taught in the schools. What we have really

learned as English grammar has been Latin grammar with English illustrations. This came about because in the 18th century, when English grammars were first written in any great numbers for use in the schools, the English language had not yet been described. It was assumed at that time that there was a universal grammar and that Latin structure was the closest to that universal and perfect grammar that could be found. The Latin grammatical categories were superimposed upon English and upon other modern languages quite without regard for the fact that many of the modern languages used signalling devices quite different from the Latin, and therefore did not fit the Latin categories. I remember the excitement that I felt when I first discovered that English nouns and adjectives did *not* agree in number. My grammar book said that they did, but after all, *red* remained *red* no matter whether it was in front of *house* or *houses*; there was simply no agreement in form in spite of what the grammar book said.

The break-down of the belief in universal grammar has been a result largely of the impact of the studies in comparative and descriptive linguistics. Slowly but surely, in our instruction, we are making it clear that the signalling devices of one language can be, and generally are, quite different from those of another. For example, one recognizes a Latin substantive by its ending, whereas in English there are no distinctive noun endings. One can be absolutely certain that a given word is a substantive only when it appears in a pattern surrounded by other words.

These research findings on language and communication, important as they are, are only a beginning. There are tremendous areas both in the pure and in the applied fields, still to be explored before we are really equipped to deal with the problems of communication. Associations in their meetings of this year are devoting time and attention to these problems of communication. For example, this week members of the National Council of Teachers of English have been meeting to consider the report of the council's curriculum commission and a five year study of the most suitable ways of teaching language and literature and communication. The direction of their thinking is indicated by a statement in the outline of the curriculum study:

Communication is a two-way process, involving social and psychological adjustments as well as effective use of language. Hence, it is important that the skills of communication be taught in situations which involve such adjustments and not in isolation.³

Professional teachers associations, conferences, and the schools themselves are already breaking ground in the applied field, and a good many institutions are providing for research in the pure fields.

³ Communication No. 7, Commission of the English Curriculum, National Council of Teachers of English.

However, the extent and urgency of the problems are such that much more time needs to be released for research, investigation, and experimentation.

It will probably be the responsibility of schools, colleges, and universities to contribute the major research in the field of communication through language. Unlike political science, where much of the richest research is going on in government operations, or in physics where great advances are being made in industry, there is not a great deal of interest in language outside the schools. There is not too much that industry can make of it, with the exception of agencies of promotion and publicity, of newspapers and the radio. Research in language and communication and work in the applied fields is a peculiar prerogative and responsibility of the educational system. We have a lot of information already; we need a lot more. In encouraging the better use of language through a better understanding and more accurate knowledge of the nature and function of language, we make no insignificant contribution to our whole society.

**MIDDLE STATES ASSOCIATION OF COLLEGES
AND SECONDARY SCHOOLS**

LIST OF ACCREDITED COLLEGES

JANUARY 1, 1951

The original list was adopted in 1921. In the case of colleges subsequently approved the date of approval is given. Engineering schools were first included in 1927, Junior Colleges in 1932, and Teachers Colleges in 1937. The city following the name of the college is the post office, as listed in the U. S. Postal Guide.

Accreditation is based upon the "Principles and Standards for Accrediting Institutions of Higher Education" as adopted by the Middle States Association in January 1948 and revised in November 1950. Copies may be obtained from the Secretary of the Commission.

COLLEGE	LOCATION	HEAD
DELAWARE		
University of Delaware	Newark	John A. Perkins
DISTRICT OF COLUMBIA		
American University(1928)	Washington	Paul F. Douglass
Catholic University of America	Washington	Rt. Rev. Msgr. P. J. McCormick
Dunbarton College(1940)	Washington	Sister Mary Frederick
George Washington University	Washington	Cloyd Heck Marvin
Georgetown University(1922)	Washington	V. Rev. Hunter Guthrie, S.J.
Howard University	Washington	Mordecai W. Johnson
Miner Teachers College(1944)	Washington	Eugene A. Clark
Trinity College	Washington	Sister Catherine Dorothea
Washington Missionary College (1942)	Washington	William H. Shephard
Wilson Teachers College(1943)	Washington	Walter E. Hager
MARYLAND		
College of Notre Dame of Maryland . (1925)	Baltimore	Sister Margaret Mary, S.S.N.D.
Goucher College	Baltimore	Otto F. Kraushaar
Hood College(1922)	Frederick	Andrew G. Truxal
Johns Hopkins University	Baltimore	Detlev W. Bronk
Loyola College(1931)	Baltimore	Rev. Thomas J. Murray
Morgan State College(1925)	Baltimore	Martin D. Jenkins
Mt. St. Agnes College(1949)	Baltimore	Sister Mary Placide
Mount St. Mary's College(1922)	Emmitsburg	Rev. John J. Sheridan
St. Joseph's College(1927)	Emmitsburg	V. Rev. Francis J. Dodds, C.M.
State Teachers College(1949)	Towson	Earle T. Hawkins
United States Naval Academy (1947)	Annapolis	Vice-Admiral Harry W. Hill
University of Maryland	College Park	Harry Clifton Byrd
Washington College(1925)	Chestertown	Daniel Z. Gibson
Western Maryland College ... (1922)	Westminster	Lowell S. Ensor
Woodstock College(1944)	Woodstock	V. Rev. Ferdinand C. Wheeler, S.J.
NEW JERSEY		
College of St. Elizabeth	Convent	Sister Marie Jose Byrne
Drew University(1932)	Madison	Fred G. Holloway
Georgian Court College(1922)	Lakewood	Sister Marie Anna
New Jersey College for Women	New Brunswick	Margaret T. Corwin
State Teachers College(1937)	Montclair	Harry A. Sprague
State Teachers College(1938)	Trenton	Roscoe L. West
Newark College of Engineering (1934)	Newark	Robert W. Van Houten
Princeton University	Princeton	Harold Willis Dodds
Rutgers University	New Brunswick	Robert Clarkson Clothier

COLLEGE	LOCATION	HEAD
St. Peter's College(1935)	Jersey City	James J. Shanahan
Seton Hall University(1932)	South Orange	Rev. Msgr. John L. McNulty
Stevens Institute of Technology (1927)	Hoboken	Harvey N. Davis
Upsala College(1936)	East Orange	Rev. Evald Benjamin Lawson
NEW YORK		
Adelphi College	Garden City	Paul Dawson Eddy
Alfred University	Alfred	M. Ellis Drake
Bard College	Annandale-on-Hudson ..	James H. Case, Jr.
Barnard College	New York City	Millicent C. McIntosh
Brooklyn College(1933)	Brooklyn	Harry D. Gideonse
Canisius College	Buffalo	Rev. Raymond Schouten, S.J.
Clarkson College of Technology (1927)	Potsdam	Jess Harrison Davis
Colgate University	Hamilton	Everett N. Case
College of the City of New York	New York City	Harry N. Wright
College of Mt. St. Vincent	New York City	Sister Catharine Marie
College of New Rochelle	New Rochelle	Mother M. Dorothea Dunkerley
College of St. Rose(1928)	Albany	Sister Rose of Lima
Columbia University	New York City	Dwight D. Eisenhower
Cooper Union(1946)	New York City	Edwin S. Burdell
Cornell University	Ithaca	C. W. de Kiewiet, Acting President
D'Youville College(1928)	Buffalo	Sister Margaret of the Sacred Heart
Elmira College	Elmira	Lewis Eldred
Fordham University	New York City	Rev. Laurence J. McGinley
Good Counsel College(1930)	White Plains	Sister M. Dolores
Hamilton College	Clinton	Robert J. McEwen
Hartwick College(1949)	Oneonta	Henry J. Arnold
Hobart College	Geneva	Alan Willard Brown
Hofstra College(1940)	Hempstead, L. I.	John Cranford Adams
Houghton College(1935)	Houghton	Stephen W. Paine
Hunter College	New York City	Eleanor H. Grady, Acting President
Keuka College(1927)	Keuka Park	Katherine Gillette Blyley
Manhattan College	New York City	Brother Bonaventure Thomas, F.S.C.
Manhattanville College of the Sacred Heart(1926)	New York City	Mother Eleanor M. O'Byrne
Maryknoll Teachers College ..(1949)	Maryknoll	Mother Mary Joseph Rogers
Marymount College(1927)	Tarrytown	Mother M. Theresa Dalton
Nazareth College(1930)	Rochester	Rev. Mother Rose Miriam Smyth
New York State College for Teachers (1938)	Albany	Milton G. Nelson, Acting President
New York State College for Teachers (1948)	Buffalo	Harry W. Rockwell
New York University	New York City	James L. Madden, Acting Chancellor
Niagara University(1922)	Niagara Falls	V. Rev. Francis L. Meade, C.M.
Notre Dame College of Staten Island (1942)	Staten Island	Mother St. Egbert
Polytechnic Institute of Brooklyn (1927)	Brooklyn	Harry S. Rogers
Pratt Institute(1950)	Brooklyn	Charles Pratt
Queens College(1941)	Flushing	John J. Theobald
Rensselaer Polytechnic Institute (1927)	Troy	Livingston W. Houston
Russell Sage College(1928)	Troy	Lewis A. Froman
St. Bonaventure University ... (1924)	St. Bonaventure	V. Rev. Juvenal Lalor, O.F.M.
St. John's University	Brooklyn	V. Rev. John A. Flynn, C.M.
St. Joseph's College for Women (1928)	Brooklyn	V. Rev. William T. Dillon, C.M.
St. Lawrence University	Canton	Eugene Garrett Bewkes

COLLEGE	LOCATION	HEAD
Sarah Lawrence College(1937)	Bronxville	Harold Taylor
Siena College(1943)	Loudonville	Rev. Mark Kennedy, O.F.M.
Skidmore College(1925)	Saratoga Springs	Henry T. Moore
State Teachers College(1948)	Cortland	Donnal V. Smith
State Teachers College(1950)	New Paltz	William J. Haggerty
State Teachers College(1949)	Oneonta	Charles W. Hunt
State Teachers College(1950)	Oswego	Harvey M. Rice
Syracuse University	Syracuse	William Pearson Tolley
Union College	Schenectady	Carter Davidson
United States Merchant Marine Academy(1949)	Kings Point, L. I.	Rear Admiral Gordon McLintock, U.S.M.S.
United States Military Academy(1949)	West Point	Maj. Gen. Bryant E. Moore
University of Buffalo	Buffalo	Thomas R. McConnell
University of Rochester	Rochester	Alan C. Valentine
Vassar College	Poughkeepsie	Sarah Gibson Blanding
Wagner College(1936)	Staten Island	Walter Consuelo Langsam
Webb Institute of Naval Architecture(1950)	Glen Cove, L. I.	Adm. S. M. Robinson
Wells College	Aurora	Jerome H. Bentley
William Smith College	Geneva	Alan Willard Brown
Yeshiva College(1948)	New York City	Samuel Belkin
PENNSYLVANIA		
Albright College(1926)	Reading	Harry V. Masters
Allegheny College	Meadville	Louis Tomlinson Benezet
Beaver College(1946)	Jenkintown	Rev. Raymon M. Kistler
Bryn Mawr College	Bryn Mawr	Katharine McBride
Bucknell University	Lewisburg	Horace Hildreth
Carnegie Institute of Technology	Pittsburgh	John C. Warner
Cedar Crest College(1944)	Allentown	Dale H. Moore
Chestnut Hill College(1930)	Philadelphia	Sister Maria Kostka
College Misericordia(1935)	Dallas	Sister Annunciata Merrick, R.S.M.
Dickinson College	Carlisle	William Wilcox Edel
Drexel Institute of Technology (1927)	Philadelphia	James Creese
Duquesne University(1935)	Pittsburgh	Rev. V. F. Gallagher
Elizabethtown College(1948)	Elizabethtown	A. C. Baugher
Franklin and Marshall College	Lancaster	Theodore August Distler
Geneva College(1922)	Beaver Falls	Charles M. Lee
Gettysburg College	Gettysburg	Henry W. A. Hanson
Grove City College(1922)	Grove City	Wier C. Ketler
Haverford College	Haverford	Gilbert F. White
Immaculata College(1928)	Immaculata	Rt. Rev. Msgr. Vincent L. Burns
Juniata College(1922)	Huntington	Calvert N. Ellis
Lafayette College	Easton	Ralph Cooper Hutchinson
LaSalle College(1930)	Philadelphia	Brother G. Paul, F.S.C.
Lebanon Valley College(1922)	Annville	Frederick K. Miller, Acting President
Lehigh University	Bethlehem	Martin D. Whitaker
Lincoln University(1922)	Lincoln Univ. P. O.	Horace Mann Bond
Lycoming College(1950)	Williamsport	Rev. John W. Long
Marywood College	Scranton	Sister M. Eugenia
Mercyhurst College(1931)	Erie	Mother M. DeSales Preston
Moravian College (Men)(1922)	Bethlehem	Rev. Raymond S. Hauptert
Mount Mercy College(1935)	Pittsburgh	Sister M. Francella McConnell
Muhlenberg College	Allentown	Levering Tyson
Pennsylvania College for Women ... (1924)	Pittsburgh	Paul R. Anderson
Pennsylvania State College	State College	Milton S. Eisenhower
Rosemont College(1930)	Rosemont	Mother Mary Boniface
St. Francis College(1939)	Loretto	Rev. Adrian J. M. Veigle, T.O.R.

COLLEGE	LOCATION	HEAD
St. Joseph's College (1922)	Philadelphia	V. Rev. Edward G. Jacklin, S.J.
St. Vincent College	Latrobe	R. Rev. Alfred Koch
Seton Hill College	Greensburg	Rev. William G. Ryan
State Teachers College (1950)	Bloomsburg	Harvey G. Andruss
State Teachers College (1948)	Clarion	Paul G. Chandler
State Teachers College (1950)	East Stroudsburg	Joseph F. Noonan
State Teachers College (1949)	Edinboro	L. H. Van Houten
State Teachers College (1941)	Indiana	Willis E. Pratt
State Teachers College (1944)	Kutztown	Q. A. W. Rohrbach
State Teachers College (1949)	Lock Haven	Richard T. Parsons
State Teachers College (1942)	Mansfield	James G. Morgan
State Teachers College (1950)	Millersville	D. L. Biemesderfer
State Teachers College (1939)	Shippensburg	Harry L. Kriner
State Teachers College (1943)	Slippery Rock	Dale W. Houk
State Teachers College (1946)	West Chester	Charles S. Swope
Susquehanna University (1930)	Selinsgrove	G. Morris Smith
Swarthmore College	Swarthmore	John W. Nason
Temple University	Philadelphia	Robert L. Johnson
Thiel College (1922)	Greenville	William F. Zimmerman
University of Pennsylvania	Philadelphia	Harold E. Stassen
University of Pittsburgh	Pittsburgh	R. H. Fitzgerald
University of Scranton (1927)	Scranton	Rev. J. Eugene Gallery, S.J.
Ursinus College	Collegeville	Norman E. McClure
Villa Maria College (1933)	Erie	Mother Aurelia
Villanova College	Villanova	Rev. Francis X. N. McGuire
Washington & Jefferson College	Washington	Boyd C. Patterson
Waynesburg College (1950)	Waynesburg	Paul R. Stewart
Westminster College	New Wilmington	Will W. Orr
Wilkes College (1949)	Wilkes-Barre	Eugene S. Farley
Wilson College (1922)	Chambersburg	Paul Swain Havens
PUERTO RICO		
College of the Sacred Heart .. (1950)	Santurce	Mother Isabel Pons, R.S.C.J.
Polytechnic Institute of Puerto Rico .. (1944)	San German	Edward G. Seel
University of Puerto Rico (1946)	Rio Piedras	Jaime Benitez

LIST OF ACCREDITED JUNIOR COLLEGES

COLLEGE	LOCATION	HEAD
Bennett Junior College (1938)	Millbrook, N. Y.	Miss Courtney Carroll
Briarcliff Junior College (1944)	Briarcliff Manor, N. Y. .	Mrs. Ordway Tead
Canal Zone Junior College ... (1941)	Balboa, C. Z.	Roger C. Hackett
Centenary Junior College (1932)	Hackettstown, N. J.	Edward W. Seay
Concordia Collegiate Institute (1941)	Bronxville, N. Y.	Albert E. Meyer
Fairleigh Dickinson College .. (1948)	Rutherford, N. J.	Peter Sammartino
Finch Junior College (1940)	New York City	Roland R. De Marco
Georgetown Visitation Junior College (1933)	Washington, D. C.	Sister Margaret Mary Sheerin
Hershey Junior College (1943)	Hershey, Pa.	V. H. Fenstermacher
Immaculata Junior College ... (1937)	Washington, D. C.	Sister Marie Angele, S.P.
Jersey City Junior College (1949)	Jersey City, N. J.	Frank J. McMackin
Keystone Junior College (1936)	La Plume, Pa.	Blake Tewksbury
Montgomery Junior College ... (1950)	Bethesda, Md.	Hugh G. Price
Mount Aloysius Junior College (1943)	Cresson, Pa.	Sister Mary Magdalene, R.S.M.
Packer Collegiate Institute ... (1932)	Brooklyn, N. Y.	Paul David Shafer
St. Charles College (1939)	Catonsville, Md.	Rev. George A. Gleason, S.S.
Wesley Junior College (1950)	Dover, Del.	O. A. Bartley

LIST OF ACCREDITED SECONDARY SCHOOLS

JANUARY 1, 1951

(The date of first accreditation follows the name of the school. The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

Schools are accredited according to the procedures of the Cooperative Study of Secondary School Standards. Information concerning evaluation may be secured from the Cooperative Study of Secondary School Standards, 744 Jackson Place, N.W., Washington 6, D. C. or The Commission on Secondary Schools, 3627 Locust Street, Philadelphia 4, Pa.

SCHOOL	LOCATION	HEAD
DELAWARE		
Archmere Academy (Boys) ..(1941)	Claymont	Rev. Justin E. Diny, O.Praem.
Caesar Rodney Junior-Senior High School	Camden	William B. Simpson
Claymont Junior-Senior High School ..(1930)	Claymont	Harvey E. Stahl
Delaware State College Senior High School	Dover	Richard C. Walker
Delmar Junior-Senior High School ..(1950)	Delmar	David M. Green
Dover Junior-Senior High School ..(1930)	Dover	Morrell L. Vehslage
Georgetown Junior-Senior High School	Georgetown	James B. Owen
Harrington Junior-Senior High School ..(1932)	Harrington	Jacob C. Messner
Laurel Junior-Senior High School ... (1936)	Laurel	Chester T. Dickerson
Lewes Junior-Senior High School ... (1932)	Lewes	H. Geiger Omwake
Middletown Junior-Senior High School	Middletown	Ellis K. Lecrone
Milford Junior-Senior High School .. (1936)	Milford	Ramon C. Cobbs
New Castle—William Penn High School	New Castle	Charles E. Smith
Newark Junior-Senior High School .. (1928)	Newark	Frederick B. Kutz
Saint Andrew's School (Boys) (1936)	Middletown	Rev. Walden Pell, 2d
Salesianum School for Boys ... (1944)	Wilmington 43	Rev. Thomas A. Lawless, O.S.F.S.
Sanford Preparatory School of the Sunny Hills Schools	(801 West St.) Hockessin	Mrs. Ellen Q. Sawin
Seaford High School	Seaford	Milman E. Prettyman
Smyrna—John Bassett Moore Junior-Senior High School	Smyrna	George W. Wright
Tower Hill School	Wilmington 47	Rev. W. Brooke Stabler
Ursuline Academy (Girls) ... (1928)	(2813 W. 17th St.) Wilmington 19	Mother Marie Louise, O.S.U.
Wilmington—Alexis I. duPont Junior-Senior High School	(1106 Pennsylvania Ave.) Wilmington 67	Thomas W. Howie, Ed.D.
Wilmington—Friends School .. (1928)	(Kennett Pike) Wilmington 284	Wilmot R. Jones
Wilmington—Henry C. Conrad High School	(Alapocas Drive) Wilmington 177	Clarence Wallace Cummings
Wilmington—Mount Pleasant Junior-Senior High School	(Woodcrest) Wilmington 280	E. Raymond Schwinger

SCHOOL	LOCATION	HEAD
<i>Wilmington Public High Schools:</i>		
Howard Junior-Senior High School (1930)	Wilmington 48 (13th & Poplar Sts.)	George A. Johnson
Pierre S. duPont Junior-Senior High School (1936)	Wilmington 276 (34th & Van Buren Sts.)	Samuel P. Maroney
Wilmington High School (1928)	Wilmington 16 (Delaware Ave. & Monroe St.)	Clarence A. Fulmer
DISTRICT OF COLUMBIA		
Academy of the Holy Cross (Girls) .. (1930)	Washington 8 (2935 Upton St., N. W.)	Sister M. Fernando, C.S.C.
Academy of Notre Dame (Girls) ... (1931)	Washington 2 (N. Capitol & K Sts., N. E.)	Sister Gertrude Saint Edward, S.N.D. deN.
Academy of the Sacred Heart (Girls) (1932)	Washington 10 (1621 Park Rd., N. W.)	Sister Mary Emily, O.P.
Devitt School (Boys) .. (1928-43; 1946)	Washington 8 (2955 Upton St., N. W.)	Dwight C. Bracken
Georgetown Visitation Convent School (Girls) (1930)	Washington 7 (1500 35th St., N. W.)	Sister Mary Leonard Whipple, Vis. B.V.M.
Gonzaga High School (Boys) .. (1933)	Washington 1 (27 Eye St., N. W.)	Rev. William F. Graham, S.J.
Holton-Arms School (Girls) .. (1928)	Washington 8 (1225 S St., N. W.)	Miss Sallie E. Lurton
Holy Trinity High School (Girls) ... (1933)	Washington 7 (36th & O Sts., N. W.)	Sister Mary Roberta, R.S.M.
Immaculata Seminary (Girls) . (1928)	Washington 16 (4344 Wisconsin Ave., N. W.)	Sister Margaret Agnes, S.D.P.
Maret School (Girls) (1930-33; 1942)	Washington 8 (2118 Kalorama Rd., N. W.)	Mrs. Margaret Goodwin Williams
Mount Vernon Seminary (Girls) ... (1928)	Washington 7 (2100 Foxhall Rd., N. W.)	Mrs. Olwen Lloyd
National Cathedral School (Girls) .. (1932)	Washington 16 (Wisconsin Ave. & Woodley Rd., N. W.)	Miss Katherine Lee
Saint Albans, The National Cathedral School for Boys (1928)	Washington 16 (Massachusetts & Wis- consin Aves., N. W.)	Rev. Charles Samuel Martin
Saint Anthony High School ... (1938)	Washington 17 (12th & Lawrence Sts., N. E.)	Sister Cornelia, O.S.B.
Saint Cecilia's Academy (Girls) (1934)	Washington 3 (601 E. Capitol St.)	Sister M. Rose Viterbo, C.S.C.
Saint John's College High School (Boys) (1929)	Washington 7 (1225 Vermont Ave., N. W.)	Brother Edmund Clement, F.S.C.
Saint Paul's Academy (1934)	Washington 9 (1421 Vee St., N. W.)	Sister Mary Clotile, C.S.C.
Sidwell Friends School, The .. (1928)	Washington 16 (3901 Wisconsin Ave., N. W.)	Robert S. Lyle

SCHOOL	LOCATION	HEAD
<i>Washington Public High Schools:</i>		
Anacostia Senior High School (1939)	Washington 20 (16th & R Sts., S. E.)	Mrs. Opal H. Corkery
Armstrong Technical High School . (1929)	Washington 1 (O St. bet. 1st & 3rd, N. W.)	Francis A. Gregory
Calvin Coolidge Senior High School (1943)	Washington 11 (5th & Tuckerman Sts., N. W.)	Lawrence Grant Hoover
Capitol Page School (Boys) (1950)	Washington 25 (Library of Congress)	Orson W. Trueworthy
Francis L. Cardozo Senior High School (1932)	Washington 1 (9th St. & Rhode Island Ave., N. W.)	Robert N. Mattingly
Paul Laurence Dunbar Senior High School (1929)	Washington 1 (1st & N Sts., N. W.)	Charles S. Lofton
Theodore Roosevelt Senior High School (1929)	Washington 11 (4301 13th at Upshur St., N. W.)	Mrs. Elva C. Wells
Washington Eastern Senior High School (1929)	Washington 3 (17th & E. Capitol Sts.)	John Paul Collins
Washington Western Senior High School (1929)	Washington 7 (35th & R Sts., N. W.)	Nathaniel A. Danowsky
William McKinley Senior High School (1929)	Washington 2 (2d & T Sts., N. E.)	Charles E. Bish, Ed.D.
Woodrow Wilson Senior High School (1937)	Washington 16 (Nebraska Ave. & Chesapeake St., N. W.)	John Frederick Brougher, Ed.D.
Woodward School for Boys ... (1928)	Washington 6 (1736 G St., N. W.)	Joseph S. Rook
MARYLAND		
Academy of the Holy Names (Girls) (1943)	Silver Spring	Sister M. Elizabeth Agnes, S.H.N.
Annapolis High School (1940)	Annapolis	Albert Wesley Fowble
Baltimore Friends School (1928)	Baltimore 10 (5114 N. Charles St.)	Bliss Forbush
<i>Baltimore Public High Schools:</i>		
Baltimore City College (Boys) (1928-34; 1942)	Baltimore 18 (33rd St. & the Alameda)	Chester H. Katenkamp, Ed.D.
Baltimore Eastern Senior High School (Girls) (1928)	Baltimore 18 (33rd St. & Loch Raven Rd.)	Miss A. Marguerite Zouck
Baltimore Polytechnic Institute (Boys) (1928)	Baltimore 30 (200 E. North Ave. at Calvert St.)	Wilmer A. Dehuff
Baltimore Southern Junior-Senior High School (1925)	Baltimore 30 (Warren Ave. & William St.)	John H. Schwatka
Baltimore Western High School (Girls) (1928-33; 1935)	Baltimore 17 (Pulaski St. & Gwynns Falls Parkway)	Miss Mildred M. Coughlin
Forest Park Senior High School ... (1928-32; 1936)	Baltimore 7 (Chatham Rd. & Eldorado Ave.)	Wendell E. Dunn
Frederick Douglass High School ... (1928)	Baltimore 17 (Calhoun & Baker Sts.)	Ralph W. Reckling

SCHOOL	LOCATION	HEAD
Patterson Park High School (1940)	Baltimore 24 (Ellwood Ave. & Pratt St.)	G. Gordon Woelper
Paul Laurence Dunbar Junior-Senior High School(1951)	Baltimore 5 (Caroline & McElderry Sts.)	Houston R. Jackson
Bel Air Junior-Senior High School .. (1938)	Bel Air (E. Gordon & Franklin Sts.)	Charles E. Harkins
Bethesda-Chevy Chase Senior High School(1931)	Bethesda 14	William G. Pyles
Brunswick Junior-Senior High School (1928)	Brunswick	Herman A. Hauver
Calvert Hall High School (Boys) ... (1928)	Baltimore 1 (320 Cathedral St. at Mulberry)	Brother Daniel Henry, F.S.C.
Cambridge High School(1951)	Cambridge	James G. Busick
Catonsville High School(1929)	Baltimore 28 (100 Block Bloomsbury Ave., Catonsville)	Taylor F. Johnston
<i>Cumberland Public High Schools:</i>		
Allegany Junior-Senior High School (1928)	Cumberland (616 Sedgwick St.)	Ralph R. Webster
Fort Hill Junior-Senior High School (1931)	Cumberland	Victor D. Heisey
Elkton Junior-Senior High School ... (1950)	Elkton	Ralph H. Beachley
Frederick High School(1928)	Frederick	Harry O. Smith
Gaithersburg Junior-Senior High School(1932)	Gaithersburg	George L. Osterwise, Ed.D.
Georgetown Preparatory School (Boys)(1928)	Garrett Park	Rev. William F. Maloney, S.J.
Gilman Country School for Boys (1936)	Baltimore 10 (5407 Roland Ave.)	Henry H. Callard
Glen Burnie Senior High School (1936)	Glen Burnie	Charles W. Whayland
Greenwood School (Girls) ... (1937)	Baltimore 4 (Boyce Ave., Ruxton)	Miss Mary A. Elcock
Hagerstown Senior High School (1928)	Hagerstown	James Earl Solt
Hannah More Academy (Girls) (1931)	Reisterstown	Miss Elizabeth Norris Harvey
Landon School for Boys(1936)	Washington 14 Bethesda P. O., Md.	Paul L. Banfield
Loyola High School of Baltimore (Boys)(1933)	Baltimore 4 (Boyce Ave. & Chestnut Rd., Towson)	Rev. John M. Comey, S.J.
McDonogh School (Boys)(1928)	McDonogh	Louis E. Lamborn
Montgomery Blair Senior High School (1932)	Silver Spring, Box 430 .. (Wayne Ave. & Dale Drive)	Daryl W. Shaw
Mount Saint Agnes School (Girls) .. (1928)	Baltimore 9 (Mount Washington)	Sister Mary Christopher, R.S.M.
Mount Saint Joseph High School (Boys)(1933)	Baltimore 29 (4403 Frederick Ave.)	Brother Bartholomew, C.F.X.
Notre Dame of Maryland Preparatory School (Girls)(1928)	Baltimore 10 (4701 N. Charles St.)	Sister Mary Virginia Connolly, S.S.N.D.
Oldfields School (Girls)(1942)	Glencoe	Duncan McCulloch, Jr.

SCHOOL	LOCATION	HEAD
Park School of Baltimore, The (1928)	Baltimore 15 (2901 Liberty Heights Ave.)	Hans Froelicher, Jr.
Richard Montgomery Junior-Senior High School (1932)	Rockville	Joseph J. Tarallo
Roland Park Country School for Girls (1928)	Baltimore 10 (817 W. University Parkway)	Miss Anne Healy
Saint James School for Boys .. (1930)	St. James	Vernon Brown Kellett, Ph.D.
Saint Mary's Female Seminary (High School Dept.) (1931)	Saint Mary's City	Miss May Russell
Saint Paul's School for Boys .. (1947)	Baltimore 9 (2101 W. Rogers Ave.)	S. Atherton Middleton
Seton High School for Girls .. (1931)	Baltimore 18 (2800 N. Charles St.)	Sister Mary Geraldine, S.C.
Sherwood Junior-Senior High School . (1932)	Sandy Spring	Charles B. Remaley
Takoma Academy (1935)	Takoma Park 12	John P. Laurence
Towson High School (1942)	Baltimore 4 (Cedar Ave.)	W. Horace Wheeler
Trinity Preparatory School, Maryvale (Girls) (1949)	Brooklandville	Sister Rosalia, S.N.D. deN.
Trinity Preparatory School (Girls) .. (1941)	Ilchester	Sister Elizabeth Carmelita, S.N.D. deN.
West Nottingham Academy for Boys . (1932)	Colora	Richard W. Holstein
Wicomico High School (1932)	Salisbury	William B. Jones
NEW JERSEY		
Academy of the Holy Angels (Girls) (1933)	Fort Lee 1	Sister M. Frances Therese, Ph.D., S.S.N.D.
Academy of Saint Elizabeth (Girls) . (1928-44; 1946)	Convent Station	Sister Helen Cecilia, S.C.
Admiral Farragut Academy (Boys) .. (1937)	Pine Beach	Raven O. Dodge
Asbury Park High School (1928)	Asbury Park	Charles S. Huff
Atlantic City Friends School .. (1948)	Atlantic City (1216 Pacific Ave.)	Mrs. Kathryn R. Morgan
Atlantic City High School (1939)	Atlantic City	Charles R. Hollenbach
Atlantic Highlands High School (1928)	Atlantic Highlands	Bradley A. VanBrunt
Audubon Junior-Senior High School .. (1931)	Audubon	Miss Grace N. Kramer
Bayonne—Daniel P. Sweeney High School (1928)	Bayonne	Walter F. Robinson, Ph.D.
Beard School for Girls, The .. (1928)	Orange	Miss Edith M. Sutherland
Belleville High School (1934)	Belleville 9	Hugh D. Kittle
Belvidere High School (1948)	Belvidere	Sturgeon B. Wuertenberger
Bergenfield Junior-Senior High School (1945)	Bergenfield	Paul L. Hoffmeister
Bernards High School (1928)	Bernardsville	W. Ross Andre
Blair Academy for Boys (1928)	Blairstown	Benjamin D. Roman
Bloomfield Senior High School (1928)	Bloomfield	Harry M. Rice, Pd.D.
Bogota High School (1928)	Bogota	Robert Pollison
Boonton High School (1928)	Boonton	Leslie A. E. Booth
Bordentown—William McFarland Senior High School (1929-33; 1935)	Bordentown	George M. Dare
Bordentown Military Institute (Boys) (1928)	Bordentown	Harold Morrison Smith

SCHOOL	LOCATION	HEAD
Bound Brook High School(1928)	Bound Brook	G. Harvey Nicholls
Bridgeton High School(1931)	Bridgeton	Harry C. Smalley
Burlington High School (1928-44; 1948)	Burlington	Miss Elizabeth A. Ditzell
Butler High School(1945)	Butler	Eugene H. Van Vliet
Caldwell—Grover Cleveland High School(1928)	Caldwell	Vincent P. Thompson
Camden Catholic High School .(1934)	Camden	Sister Mary, S.M.
	(5 N. 7th St.)	
<i>Camden Public High Schools:</i>		
Camden Senior High School (1928)	Camden 3	Carleton R. Hopkins
	(Park & Baird Blvds.)	
Woodrow Wilson Senior High School(1947)	Camden 5	Walter O. Ettinger
	(3100 Federal St.)	
Cape May High School (1928-32; 1938)	Cape May	Paul S. Ensminger
Carteret High School(1929)	Carteret	Herman E. Horn
Carteret School for Boys(1928)	Orange	Roy S. Claycomb
	(700 Prospect Ave., West Orange)	
Chatham High School(1939)	Chatham	Everett V. Jeter, Ph.D.
Clayton High School(1951)	Clayton	Granville S. Thomas
Cliffside Park Senior High School ... (1930)	Cliffside Park	William F. Steiner
Clifton High School(1928)	Clifton	Harold J. Adams
Closter Junior-Senior High School ... (1932)	Closter	Christian Francis Sailer
Collingswood Senior High School ... (1928)	Collingswood	Percy S. Eichelberger
Columbia Senior High School of South Orange and Maplewood ..(1928)	Maplewood	Frederic J. Crehan
Cranford Junior-Senior High School . (1928)	Cranford	G. Frank Zimmerman
Dover High School(1928)	Dover	William S. Black
Dumont High School(1939)	Dumont	Alfred W. Heath
Dunellen Junior-Senior High School .. (1938)	Dunellen	Wilbur F. Bolen
Dwight Morrow Senior High School . (1928)	Englewood	George W. Paulsen
<i>East Orange Public High Schools:</i>		
Clifford J. Scott High School (1940)	East Orange	Lemuel R. Johnston, Ph.D.
	(129 Renshaw Ave.)	
East Orange High School ... (1928)	East Orange	Lewis B. Knight
	(34 N. Walnut St.)	
East Rutherford High School .. (1938)	East Rutherford	George L. Dierwechter
<i>Elizabeth Public High Schools:</i>		
Battin Senior High School (Girls) . (1928)	Elizabeth 2	Miss Helen G. Paulment
	(South & S. Broad Sts.)	
Thomas Jefferson Senior High School (Boys)(1931)	Elizabeth 4	Porter W. Averill
	(East Scott Place)	
Englewood School for Boys (1934-37; 1940)	Englewood	Marshall L. Umpleby
Fairlawn Junior-Senior High School . (1946)	Fairlawn	Charles W. Mintzer
(Miss) Fine's School for Girls (1940-41; 1946)	Princeton	Miss Shirley Davis

SCHOOL	LOCATION	HEAD
Park School of Baltimore, The (1923)	Baltimore 15 (2901 Liberty Heights Ave.)	Hans Froelicher, Jr.
Richard Montgomery Junior-Senior High School(1932)	Rockville	Joseph J. Tarallo
Roland Park Country School for Girls (1928)	Baltimore 10 (817 W. University Parkway)	Miss Anne Healy
Saint James School for Boys ..(1930)	St. James	Vernon Brown Kellett, Ph.D.
Saint Mary's Female Seminary (High School Dept.)(1931)	Saint Mary's City	Miss May Russell
Saint Paul's School for Boys ..(1947)	Baltimore 9 (2101 W. Rogers Ave.)	S. Atherton Middleton
Seton High School for Girls ..(1931)	Baltimore 18 (2800 N. Charles St.)	Sister Mary Geraldine, S.C.
Sherwood Junior-Senior High School . (1932)	Sandy Spring	Charles B. Remaley
Takoma Academy(1935)	Takoma Park 12	John P. Laurence
Towson High School(1942)	Baltimore 4 (Cedar Ave.)	W. Horace Wheeler
Trinity Preparatory School, Maryvale (Girls)(1949)	Brooklandville	Sister Rosalia, S.N.D. deN.
Trinity Preparatory School (Girls) .. (1941)	Ilchester	Sister Elizabeth Carmelita, S.N.D. deN.
West Nottingham Academy for Boys . (1932)	Colora	Richard W. Holstein
Wicomico High School(1932)	Salisbury	William B. Jones
NEW JERSEY		
Academy of the Holy Angels (Girls) (1933)	Fort Lee 1	Sister M. Frances Therese, Ph.D., S.S.N.D.
Academy of Saint Elizabeth (Girls) . (1928-44; 1946)	Convent Station	Sister Helen Cecilia, S.C.
Admiral Farragut Academy (Boys) .. (1937)	Pine Beach	Raven O. Dodge
Asbury Park High School(1928)	Asbury Park	Charles S. Huff
Atlantic City Friends School ..(1948)	Atlantic City (1216 Pacific Ave.)	Mrs. Kathryn R. Morgan
Atlantic City High School(1939)	Atlantic City	Charles R. Hollenbach
Atlantic Highlands High School (1928)	Atlantic Highlands	Bradley A. VanBrunt
Audubon Junior-Senior High School .. (1931)	Audubon	Miss Grace N. Kramer
Bayonne—Daniel P. Sweeney High School(1928)	Bayonne	Walter F. Robinson, Ph.D.
Beard School for Girls, The ..(1928)	Orange (560 Berkeley Ave.)	Miss Edith M. Sutherland
Belleville High School(1934)	Belleville 9	Hugh D. Kittle
Belvidere High School(1948)	Belvidere	Sturgeon B. Wuertenberger
Bergenfield Junior-Senior High School (1945)	Bergenfield	Paul L. Hoffmeister
Bernards High School(1928)	Bernardsville	W. Ross Andre
Blair Academy for Boys(1928)	Blairstown	Benjamin D. Roman
Bloomfield Senior High School (1928)	Bloomfield	Harry M. Rice, Pd.D.
Bogota High School(1928)	Bogota	Robert Pollison
Boonton High School(1928)	Boonton	Leslie A. E. Booth
Bordentown—William McFarland Senior High School (1929-33; 1935)	Bordentown	George M. Dare
Bordentown Military Institute (Boys) (1928)	Bordentown	Harold Morrison Smith

SCHOOL	LOCATION	HEAD
Bound Brook High School(1928)	Bound Brook	G. Harvey Nicholls
Bridgeton High School(1931)	Bridgeton	Harry C. Smalley
Burlington High School	Burlington	Miss Elizabeth A. Ditzell
(1928-44; 1948)		
Butler High School(1945)	Butler	Eugene H. Van Vliet
Caldwell—Grover Cleveland High	Caldwell	Vincent P. Thompson
School(1928)		
Camden Catholic High School .(1934)	Camden	Sister Mary, S.M.
	(5 N. 7th St.)	
<i>Camden Public High Schools:</i>		
Camden Senior High School (1928)	Camden 3	Carleton R. Hopkins
	(Park & Baird Blvds.)	
Woodrow Wilson Senior High	Camden 5	Walter O. Ettinger
School(1947)	(3100 Federal St.)	
Cape May High School	Cape May	Paul S. Ensminger
(1928-32; 1938)		
Carteret High School(1929)	Carteret	Herman E. Horn
Carteret School for Boys(1928)	Orange	Roy S. Claycomb
	(700 Prospect Ave., West	
	Orange)	
Chatham High School(1939)	Chatham	Everett V. Jeter, Ph.D.
Clayton High School(1951)	Clayton	Granville S. Thomas
Cliffside Park Senior High School ...	Cliffside Park	William F. Steiner
(1930)		
Clifton High School(1928)	Clifton	Harold J. Adams
Closter Junior-Senior High School ...	Closter	Christian Francis Sailer
(1932)		
Collingswood Senior High School ...	Collingswood	Percy S. Eichelberger
(1928)		
Columbia Senior High School of South	Maplewood	Frederic J. Crehan
Orange and Maplewood ..(1928)		
Cranford Junior-Senior High School .	Cranford	G. Frank Zimmerman
(1928)		
Dover High School(1928)	Dover	William S. Black
Dumont High School(1939)	Dumont	Alfred W. Heath
Dunellen Junior-Senior High School ..	Dunellen	Wilbur F. Bolen
(1938)		
Dwight Morrow Senior High School .	Englewood	George W. Paulsen
(1928)		
<i>East Orange Public High Schools:</i>		
Clifford J. Scott High School (1940)	East Orange	Lemuel R. Johnston, Ph.D.
	(129 Renshaw Ave.)	
East Orange High School ... (1928)	East Orange	Lewis B. Knight
	(34 N. Walnut St.)	
East Rutherford High School ..(1938)	East Rutherford	George L. Dierwechter
<i>Elizabeth Public High Schools:</i>		
Battin Senior High School (Girls) .	Elizabeth 2	Miss Helen G. Paulmen
(1928)	(South & S. Broad Sts.)	
Thomas Jefferson Senior High	Elizabeth 4	Porter W. Averill
School (Boys)(1931)	(East Scott Place)	
Englewood School for Boys	Englewood	Marshall L. Umpleby
(1934-37; 1940)		
Fairlawn Junior-Senior High School .	Fairlawn	Charles W. Mintzer
(1946)		
(Miss) Fine's School for Girls	Princeton	Miss Shirley Davis
(1940-41; 1946)		

SCHOOL	LOCATION	HEAD
Flemington High School(1928)	Flemington	Harry C. Nuessle
Florence Township High School (1945)	Florence	Miss Marcella L. Duffy
Fort Lee Junior-Senior High School .. (1931)	Fort Lee	Lewis F. Cole
Franklin Junior-Senior High School .. (1944)	Franklin	William K. Gillespie
Freehold High School(1928)	Freehold	Mrs. Lillian Laufer Wilbur
Garfield High School (1928-41; 1947)	Garfield	A. Austin Travers
Glassboro High School(1931)	Glassboro	Leon C. Lutz
Glen Ridge Junior-Senior High School (1928)	Glen Ridge	Alfred C. Ramsay
Gloucester City Junior-Senior High School(1928-33; 1936)	Gloucester City	Wendell Sooy
Hackensack Senior High School (1928)	Hackensack	Boutelle E. Lowe, Ph.D.
Hackettstown High School(1930)	Hackettstown	William H. Weaver
Haddon Heights High School ..(1928)	Haddon Heights	Leonard B. Irwin, Ph.D.
Haddonfield Memorial High School .. (1930)	Haddonfield	Thomas H. Skirm
Hamilton Township High School (1943)	Trenton 10	Harvey A. Hesser
Hammonton High School(1928)	(Park & S. Clinton Aves.)	
Harrison High School(1928)	Hammonton	Paul S. Gillespie
Hartridge School (Girls)(1933)	Harrison	T. Gerard Manning
Hasbrouck Heights High School (1929)	Plainfield	Mrs. Frances Hurrey Philips
Hawthorne High School(1936)	Hasbrouck Heights	Mary E. S. Mohair, D.Ed.
Highland Park High School ..(1940)	Hawthorne	George J. Geier
Hightstown High School(1928)	Highland Park	Alger Y. Maynard
Hillside High School(1930)	Hightstown	J. Harvey Shue
	Hillside 5	Ruhl L. Custer
	(1085 Liberty Ave.)	
Hoboken—A. J. Demarest Senior High School(1928)	Hoboken	Arthur E. Stover
	(4th, Garden and Bloomfield Sts.)	
Hopewell Township Central High School(1950)	Pennington	Royal H. Hintze
Irvington High School(1928)	Newark 11	Clarence E. Chamberlain
	(1253 W. Clinton Ave., Irvington)	
Jamesburg High School(1942)	Jamesburg	Clifford W. Parliment
<i>Jersey City Public High Schools:</i>		
Henry Snyder High School ..(1940)	Jersey City 5	Emmett J. Campbell
	(235 Bergen Ave. at Myrtle Ave.)	
James J. Ferris High School (1940)	Jersey City 2	Maxim F. Losi, Ed.D.
	(123 Coles St.)	
Lincoln High School(1928)	Jersey City 4	Thomas H. Quigley
	(60 Crescent Ave.)	
William L. Dickinson High School . (1928)	Jersey City 6	James J. Connolly, Ph.D.
	(Newark & Palisade Aves.)	
Kearny High School(1928)	Kearny	George G. Mankey
	(336 Devon St.)	
Kimberley School for Girls, The (1928-34; 1947)	Montclair	Miss Ethel M. Spurr
Lacordaire School (Girls)(1951)	(201 Valley Rd.)	
	Upper Montclair	Sister M. Perpetua, O.P.
	(155 Lorraine Ave.)	
Lakewood High School(1928)	Lakewood	Walter L. Haley
Lawrenceville School (Boys) ..(1928)	Lawrenceville	Allan Vanderhoef Heely

SCHOOL	LOCATION	HEAD
Leonida High School (1928)	Leonida	Carl W. Suter
Linden High School (1928)	Linden	Miss Lida M. Ebbert
Little Falls—Passaic Valley High School (1947)	Little Falls	Edward T. Schneider, Ed.D.
Lodi High School (1939)	Lodi	Frank Gaciofano
Long Branch Senior High School (1928)	Long Branch	R. Preston Shoemaker, Jr.
Lower Camden County Regional High School (1947)	Box 27, Clementon	Edward Kip Chase
Lyndhurst High School (1930)	Lyndhurst	Edwin C. Olson
Madison High School (1928)	Madison	Ward A. Shoemaker
Manasquan High School (1935)	Manasquan	Granville V. Magee
Matawan High School (1951)	Matawan	John E. Bennett
Merchantville High School ... (1932)	Merchantville	William R. Flinn
Metuchen High School (1928)	Metuchen	William E. Bragner
Middle Township High School (1928)	Cape May Court House ..	William L. Manze
Middletown Township High School .. (1936)	Leonardo	William K. Megill
Millburn Junior-Senior High School .. (1928)	Millburn	Robert E. Faddis
Millville Memorial High School (1928-35; 1943)	Millville	G. Clifford Singley, Ed.D.
Montclair—College High School of the State Teachers College at Montclair (1935)	Montclair	Arthur M. Seybold
Montclair Academy for Boys .. (1928)	Montclair	Frederick W. Hackett
Montclair Senior High School .. (1928)	Montclair	Harold A. Ferguson
Moorestown Friends' School .. (1928)	Moorestown	Chester L. Reagan
Moorestown High School (1928)	Moorestown	Mary E. Roberts, Ph.D.
Morristown School (Boys) ... (1933)	Morristown	Valleau Wilkie
Mount Holly—Rancocas Valley Regional High School (1928-35; 1938)	Mount Holly	Warren N. Butler
Mount Saint Dominic Academy (Girls) (1934)	Caldwell	Sister M. Germaine, O.P.
Mount Saint Mary's Academy (Girls) (1937)	Plainfield	Sister Mary Leonard, R.S.M.
Mountain Lakes Junior-Senior High School (1940)	Mountain Lakes	Robert J. Smith
Neptune Township High School (1928)	Ocean Grove	Harry A. Titcomb
New Brunswick Senior High School .. (1928)	New Brunswick	Robert C. Carlson
Newark Academy (Boys) (1928)	Newark 7 (215 First St.)	Kenneth O. Wilson
<i>Newark Public High Schools:</i>		
Barringer High School (1928)	Newark 4 (49 Parker St.)	Roger B. Saylor, Pd.D.
Newark Central Commercial and Technical Senior High School .. (1928)	Newark 4 (345 High St.)	Stanton A. Ralston
Newark East Side Commercial and Technical High School .. (1928)	Newark 5 (238 Van Buren St.)	Henry A. McCracken
Newark South Side High School ... (1933)	Newark 8 (80 Johnson Ave.)	Michael Conovitz
Newark Weequahic High School .. (1935)	Newark 8 (279 Chancellor Ave.)	Max J. Herzberg
Newark West Side Senior High School (1929)	Newark 3 (425 S. Orange Ave.)	Francis B. Snavelly

SCHOOL	LOCATION	HEAD
Newton High School(1946)	Newton	Frederick L. Weaver
North Arlington Junior-Senior High School(1944)	North Arlington	Frank J. Hurley
North Plainfield High School ..(1928)	Plainfield	Clarence M. Withers
	(Greenbrook Rd., North Plainfield)	
Nutley Senior High School ... (1928)	Nutley 10	Ehud Priestley, Ph.D.
Ocean City Junior-Senior High School (1928)	Ocean City	George W. Meyer
Orange High School (1928)	Orange	Robert M. Rodgers
Palmyra High School (1930)	Palmyra	Miss C. Elizabeth McDonell
Park Ridge High School (1930)	Park Ridge	Mrs. May Emmons Hallett
Passaic Senior High School ... (1928)	Passaic	Ollo A. Kennedy
<i>Paterson Public High Schools:</i>		
Paterson Central High School (1928)	Paterson 1	Joseph F. Manley
	(Hamilton St.)	
Paterson Eastside High School (1928)	Paterson 3	William H. Wilson
	(130 Park Ave.)	
Paulsboro High School (1928-33; 1936)	Paulsboro	Phillip Q. Stumpf
Peddle School, The (Boys) ... (1928)	Hightstown	Carroll O. Morong
Pemberton High School (1935)	Pemberton	Ellmore H. Slaybaugh
Pennington School for Boys (1930-34; 1937)	Pennington	Rev. Ira S. Primm, D.D.
Perth Amboy Senior High School (1928)	Perth Amboy	James Fraser Chalmers
Pingry School, The (Boys) ... (1928)	Elizabeth 3	E. Laurence Springer
	(87 Parker Rd.)	
Pitman High School (1928)	Pitman	Henry B. Cooper
Plainfield High School (1928)	Plainfield	Waldro J. Kindig
Point Pleasant Beach High School ... (1939)	Point Pleasant	Arthur E. Whitcomb
Pompton Lakes High School .. (1943)	Pompton Lakes	William Gillespie
Princeton High School (1932)	Princeton	Harold A. Odell
Prospect Hill Country Day School for Girls (1928)	Newark 4	Albert A. Hamblen, Ph.D.
	(346 Mount Prospect Ave.)	
Rahway High School (1933)	Rahway	John H. Cooper
Ramsey High School (1939)	Ramsey	Guy W. Moore
Red Bank Catholic High School (1934)	Red Bank	Sister Mary Eleanor, R.S.M.
Red Bank Senior High School (1928)	Red Bank	Willis M. Sisson
Ridgefield Park High School .. (1930)	Ridgefield Park	Frederic K. Shield
Ridgewood Senior High School (1928)	Ridgewood	Ellis D. Brown
Riverside High School (1950)	Riverside	Richard Dickinson
Roselle—Abraham Clark Junior-Senior High School (1932)	Roselle	Albert S. Peeling
Roselle Park High School (1928)	Elizabeth P. O.	G. Hobart Brown
	(Grant Ave., West, Roselle Park)	
Roxbury Township High School (1938)	Succasunna	William A. Wackernagel
Rumson Junior-Senior High School .. (1940)	Rumson	Frank Lewis Weinheimer
Rutgers Preparatory School, The (Boys) (1928)	New Brunswick	Stanley Shepard, Jr.
Rutherford Senior High School (1928-35; 1940)	Rutherford	Rodney R. Robinson
Saint Benedict's Preparatory School (Boys) (1935)	Newark 2	Rev. Philip Hoover, O.S.B.
	(520 High St.)	

SCHOOL	LOCATION	HEAD
Saint John Baptist School (Girls) ... (1935)	Mendham	Sister Mary Barbara, C.S.J.B.
Saint Mary's Hall (Girls) (1936)	Burlington	Miss Florence Lukens Newbold
Saint Peter's College High School (Boys) (1930)	Jersey City 2 (144 Grand St.)	Rev. Paul J. Swick, S.J.
Sayreville High School (1946)	Sayreville	Miss Margaret Mary Walsh
Scotch Plains High School (1932)	Scotch Plains	Robert Adams, Jr.
Seton Hall Preparatory School (Boys) (1931)	South Orange (400 South Orange Ave.)	Rev. William J. Duffy
Somerville High School (1928)	Somerville	Randolf T. Jacobsen
Springfield—Union County Regional High School (1942)	Springfield	Warren W. Halsey
Stevens Hoboken Academy (1935; 1937)	Hoboken (266 Fifth St.)	Douglas Groff Cole
Summit Senior High School ... (1934)	Summit	Albert J. Bartholomew
Swedesboro High School (1928)	Swedesboro	Walter H. Hill
Teaneck Junior-Senior High School .. (1935)	Teaneck	Charles L. Steel, Jr.
Tenaflly Junior-Senior High School .. (1928)	Tenaflly	Burt Johnson, Ed.D.
Trenton Cathedral High School (Girls) (1940)	Trenton 8 (Bank St. & Chancery Lane)	Sister Mary Barbara, R.S.M.
Trenton Central Senior High School . (1928)	Trenton 9 (Hamilton Ave. & Chambers St.)	Paul R. Spencer, Ph.D.
<i>Union City Public High Schools:</i>		
Emerson High School (1929)	Union City (318 18th St.)	Joseph J. Maney
Union Hill High School (1928)	Union City (3800 Hudson Ave.)	Harry S. Stahler
Vail-Deane School (Girls) ... (1928)	Elizabeth 2 (618 Salem Ave.)	Miss Margaret S. Cummings
Verona—Henry B. Whitehorne Junior-Senior High School (1947)	Verona	William H. Sampson
Vineland High School (1936)	Vineland	Miss Mary E. Rossi
Washington High School (1934)	Washington	Miss Julia Meaker
Weehawken Senior High School (1928)	Union City (Liberty Place, Weehawken)	George Becker
West Orange Senior High School (1928)	West Orange	Raymond E. Hearn
Westfield Senior High School .. (1928)	Westfield	Robert L. Foose
Westwood Junior-Senior High School (1939)	Westwood	Maurice A. Coppens
Wildwood High School (1931)	Wildwood	A. Edward Tedesco
Woodbridge High School (1928)	Woodbridge	John P. Lozo, Ph.D.
Woodbury High School (1928)	Woodbury	John R. Worrall
Wood-Ridge Junior-Senior High School (1943)	Wood-Ridge (Rutherford P. O.)	A. Edward DiMiceli
Woodstown High School (1928)	Woodstown	Arthur G. Martin
NEW YORK		
Academy of Mount Saint Vincent (Girls) (1944)	Tuxedo Park	Sister Mary Angelica, Ph.D., S.C.

SCHOOL	LOCATION	HEAD
Academy of Our Lady of the Blessed Sacrament (Notre Dame Academy) (Girls)(1950)	Richmond Boro, N. Y. C. (70 Howard Ave., Grymes Hill, Staten Island 1)	Sister Saint Mary Genevieve, C. de N.D. of M.
Adelphi Academy (Boys)(1928)	Brooklyn 5, N. Y. C. ... (282 Lafayette Ave.)	Robert L. Workman
Albany Academy, The (Boys) (1928)	Albany 2 (Academy Rd.)	Harry E. P. Meislahn
Albany Academy for Girls ... (1928)	Albany 6 (155 Washington Ave.)	Miss Rhoda Harris
Albany Senior High School....(1939)	Albany 3 (141 Western Ave.)	Harry E. Pratt, Pd.D.
Allendale School (Boys)(1943)	Rochester 10 (519 Allen's Creek Rd.)	Peter A. Schwartz
Aquinas Institute of Rochester (Boys) (1928)	Rochester 13 (1127 Dewey Ave.)	Rev. Eugene A. Cullinane, C.S.B.
Barnard School for Boys(1928)	Bronx 63, N. Y. C. (4411 Cayuga Ave., W. 244th St. at Fieldston)	Carrington Raymond
Barnard School for Girls(1930)	Bronx 33, N. Y. C. (554 Ft. Washington Ave.)	Mrs. Margaret D. Gillette
Berkeley Institute (Girls)(1928)	Brooklyn 17, N. Y. C. ... (181 Lincoln Place)	Mrs. Helen Burt Mason
Birch Wathen School(1936)	Manhattan 25, N. Y. C. .. (149 W. 93rd St.)	Harrison W. Moore
Brighton High School(1949)	Rochester 18	Arthur E. Harris
Bronxville Junior-Senior High School (1945)	Bronxville 8	Frank Misner, Ph.D.
Brooklyn Friends School(1928)	Brooklyn 2, N. Y. C. (112 Schermerhorn St.)	Warren B. Cochran
Brooklyn Preparatory School (Boys) . (1928)	Brooklyn 25, N. Y. C. ... (1150 Carroll St.)	Rev. Thomas M. Harvey, S.J.
Buffalo Seminary, The (Girls) (1928)	Buffalo 9 (203 Bidwell Parkway)	Miss L. Gertrude Angell, Ped.D.
Calhoun School, The (Girls) ..(1928)	Manhattan 25, N. Y. C. .. (309 W. 92nd St.)	{ Miss Elizabeth Parmelee { Miss Beatrice S. Cosway
Canisius High School of Buffalo (Boys)(1928)	Buffalo 9 (1180 Delaware Ave., formerly 651 Washington St.)	Rev. Michael J. Costello, S.J.
Cathedral School of Saint Mary (Girls)(1928)	Garden City	Mrs. Marion Reid Marsh
Chaminade High School (Boys) (1946)	Mineola, L. I.	Brother John T. Darby, S.M.
Collegiate School for Boys(1928)	Manhattan 24, N. Y. C. .. (241 W. 77th St.)	Wilson Parkhill
Columbia Grammar School (Boys) .. (1928)	Manhattan 25, N. Y. C. .. (5 W. 93rd St.)	Frederic A. Alden
Columbia School of Rochester, The (Girls)(1940)	Rochester 7 (22 S. Goodman St.)	Mrs. Della E. Simpson
Corning Free Academy(1928)	Corning	Wilbur T. Miller
Cortland Junior-Senior High School .. (1929)	Cortland	John H. Burke
De Veaux School (Boys)(1928)	Niagara Falls	Rev. Wm. Stuber Hudson
Dobbs Ferry Junior-Senior High School(1935)	Dobbs Ferry	William Z. Lindsey
Drew Seminary for Young Women .. (1928)	Carmel	Rev. John M. Pearson

SCHOOL	LOCATION	HEAD
Dwight School (Boys) (1928)	Manhattan 16, N. Y. C. .. (72 Park Ave.)	Winton L. Miller, Jr.
Eastchester Junior-Senior High School (1941)	Tuckahoe 7 (White Plains Post Rd. at Stewart Place)	Douglas S. MacDonald
Emma Willard School (Girls) (1928)	Troy (Pawling Ave.)	{ Miss Anne Wellington { Miss Clemewell Lay
Female Academy of the Sacred Heart (Kenwood) (Girls) (1928)	Albany 2 Albany 2	Mother G. Bodkin, Ph.D., R.S.C.J.
Fieldston School of the Ethical Culture Schools (1928)	Bronx 63, N. Y. C. (Fieldston Rd. & Spuyten Duyvil Parkway)	Luther H. Tate
Fordham Preparatory School (Boys) . (1928)	Bronx 58, N. Y. C. (East Fordham Rd.)	Rev. Charles A. Matthews, S. J., Ph.D.
Franklin School (Boys) (1928)	Manhattan 24, N. Y. C. .. (18 W. 89th St.)	{ David P. Berenberg { Clifford W. Hall
Fredonia High School (1928)	Fredonia Queens, N. Y. C. (33-16 79th St., Jackson Heights)	Howard R. Bradley Henry Roberts
Garden Country Day School .. (1935)	Queens, N. Y. C. (33-16 79th St., Jackson Heights)	Henry Roberts
Geneseo Central Junior-Senior High School (1951)	Geneseo Geneseo	Albert A. Jenkins
Geneva High School (1928)	Geneva Great Neck (Polo Rd.)	Louis M. Collins Ruel E. Tucker
Great Neck Junior-Senior High School (1928)	Tarrytown Yonkers 2 (229 North Broadway)	Harrison M. Davis, Jr. Mrs. Ruth S. Leonard
Hackley School (Boys) (1933)	Rochester 18 (1981 Clover St.)	Lawrence W. Utter
Halsted School (1948)	Hastings-on-Hudson Hastings-on-Hudson	Rowland H. Ross
Harley School (1932)	Hempstead (70 Greenwich St.)	Raymond Maure, Ed.D.
Hastings Junior-Senior High School .. (1928)	Buffalo 14 (24 Shoshone Drive)	Sister Saint Mary, G.N.S.H.
Hempstead High School (1935)	Bronx 63, N. Y. C. (231 W. 246th St.)	Mitchell Gratwick, M.D.
Holy Angels Academy (Girls) (1946)	Hornell Hudson Huntington Ithaca	Edward W. Cooke Loyal D. McNeal Robert L. Simpson Frank R. Bliss
Horace Mann School for Boys, The .. (1928)	Queens, N. Y. C. (119-17 Union Turnpike at Austin St., Forest Hills)	James L. Dixon, Ed.D.
Hornell High School (1928)	Cooperstown Oakdale	Mrs. Mary S. Bancroft Phinney Brother Amian, F.S.C.
Hudson High School (1928)	Lawrence Manhattan 25, N. Y. C. .. (26 W. 94th St.)	Cecil H. MaHood Miss Florence M. Leonard
Huntington Senior High School (1928)	Lindenhurst (3853 Wellwood St.)	Robert J. Little
Ithaca High School (1928)	Lockport (East Ave.)	Lloyd F. McIntyre
Kew-Forest School (1928)	Locust Valley Locust Valley	Merrill L. Hiatt
Knox School, The (Girls) (1930)	Long Beach Long Beach	Joseph Borzilleri
La Salle Military Academy (Boys) .. (1936)		
Lawrence High School (1933)		
Leonard School for Girls (1951)		
Lindenhurst Junior-Senior High School (1951)		
Lockport Senior High School .. (1950)		
Locust Valley: Friends Academy (1928)		
Long Beach High School (1934)		

SCHOOL	LOCATION	HEAD
Loyola School (Boys) (1928)	Manhattan 28, N. Y. C. .. (980 Park Ave. at 83rd St.)	Rev. Peter J. Daly, S.J.
McBurney School (Boys) (1929)	Manhattan 23, N. Y. C. .. (5 W. 63rd St.)	Thomas Hemenway
Mamaroneck Senior High School (1934)	Mamaroneck	Joseph C. McLain
Manhasset High School (1928)	Manhasset	Kendall B. Howard
Manhattan: Friends Seminary (1928)	(Memorial Place) Manhattan 3, N. Y. C. .. (15 Rutherford Place)	Alexander H. Prinz
Manlius School (Boys) (1928)	Manlius	Archibald C. Coolidge, Ph.D.
Marcellus Central Junior-Senior High School (1934)	Marcellus	Chester S. Driver
Marymount Secondary School (Girls) (1928)	Tarrytown	Mother M. Jogues, Ph.D., R.S.H.M.
Masters School, The (Girls) .. (1928)	Dobbs Ferry	Miss Elizabeth Brooke Cochran
Middletown High School (1938)	Middletown	Frederic P. Singer
Millbrook School for Boys (1942)	Millbrook	Edward Pulling
Monticello Junior-Senior High School (1936)	Monticello	Kenneth L. Rutherford
Mount Saint Joseph Academy (Girls) (1934)	Buffalo 8	Sister Alice Marie, S.S.J.
Mount Saint Mary Academy (Girls) (1932)	(2064 Main St.) Newburgh	Sister Mary Vincent, O.P.
Mount Vernon: A. B. Davis Senior High School (1932)	Mount Vernon	Howard G. Spalding, Ed.D.
Nazareth Academy (Girls) ... (1946)	Rochester 13	Sister M. Pauline, S.S.J., Ph.D.
<i>New York City Public High Schools:</i> <i>Bronx Borough:</i>	(1001 Lake Ave.)	
Evander Childs High School (1928)	Bronx 67, N. Y. C. (800 E. Gunhill Rd.)	Hymen Alpern, Ph.D.
Samuel Gompers Vocational & Technical High School (Technical Division only) .. (1951)	Bronx 62, N. Y. C. (455 Southern Blvd.)	Edward N. Wallen
<i>Manhattan Borough:</i>		
Haaren High School (1929)	Manhattan 19, N. Y. C. .. (899 10th Ave. at 59th St.)	Arthur Franzen
Hunter College Junior-Senior High School of the City of New York (Girls) ... (1929)	Manhattan 21, N. Y. C. .. (930 Lexington Ave.)	Miss Doris Gallert
Washington Irving High School for Girls ... (1928-37; 1951)	Manhattan 3, N. Y. C. .. (40 Irving Pl.)	Mary E. Meade, Ph.D.
<i>Queens Borough:</i>		
Grover Cleveland High School .. (1936)	Queens 27, N. Y. C. (2127 Himrod St., Ridgewood, Brooklyn 27, P. O.)	Charles A. Tonsor, Ph.D.
New York Military Academy (Boys) (1932)	Cornwall-on-Hudson	H. M. Scarborough
Newark High School (1928)	Newark	Sidney L. MacArthur

SCHOOL	LOCATION	HEAD
Nichols School of Buffalo, The (Boys) (1928)	Buffalo 16 (Amherst & Colvin Sts.)	Philip M. B. Boocock
Nightingale-Bamford School, The (Girls) (1938)	Manhattan 28, N. Y. C. .. (20 E. 92nd St.)	Miss Edna Marion Hill
Northport High School (1929)	Northport (Laurel Ave.)	Miss Adelheid M. M. Kaufmann
Northwood School (Boys) (1928)	Lake Placid Club	Ira A. Flinner, Ed.D.
Oakwood School (1939)	Poughkeepsie	William W. Clark
Oneonta Senior High School (1928-30; 1935)	Oneonta	Charles A. Belden
Oswego High School (1932)	Oswego	Ralph M. Faust
Our Lady of Mercy High School (Girls) (1946)	Rochester 10 (1437 Blossom Rd.)	Sister M. Francesca, R.S.M.
Packer Collegiate Institute, The (High School Dept.) (Girls) (1928)	Brooklyn 2, N. Y. C. (170 Joralemon St.)	Paul David Shafer, Ph.D.
Park School of Buffalo (1928-34; 1944)	Buffalo 21 (115 North Harlem Rd., Snyder)	M. Adolphus Cheek, Jr.
Pelham Memorial Junior-Senior High School (1928)	Pelham 65	F. Hamilton Whipple
Pleasantville High School (1935)	Pleasantville	Harold Davey
Polytechnic Preparatory Country Day School, The (Boys) (1928)	Brooklyn 9, N. Y. C. (92nd St. & 7th Ave.)	J. Folwell Scull, Jr.
Port Washington Senior High School (1933)	Port Washington	William F. Merrill
Regis High School (Boys) (1928)	Manhattan 28, N. Y. C. .. (55 E. 84th St.)	Rev. Charles T. Taylor, S.J.
Rhodes School (1949)	Manhattan 19, N. Y. C. .. (11 W. 54th St.)	David Goodman
Riverdale Country School for Boys .. (1928)	Bronx 63, N. Y. C. (Fieldston Rd. & 252nd St., Riverdale-on-Hudson)	} D. Earl Gardner } John H. Jones
Riverdale Country School for Girls .. (1943)	Bronx 63, N. Y. C. (249th St. & Palisade Ave., Riverdale-on-Hudson)	Miss Miriam Denness Cooper
<i>Rochester Public High Schools:</i>		
Benjamin Franklin Junior-Senior High School (1934)	Rochester 5 (950 Norton St.)	Willard A. Sabin
Charlotte Junior-Senior High School (1928-32; 1934)	Rochester 12 (4115 Lake Ave.)	Glenn M. Dennison
Edison Technical and Industrial High School (Boys) (1947)	Rochester 5 (725 Clifford Ave.)	Howard S. Bennett
Jefferson Junior-Senior High School (1945)	Rochester 6 (Edgerton Park)	Arnold B. Swift
John Marshall High School . (1928)	Rochester 13 (180 Ridgeway Ave.)	Elmer W. Snyder
Madison High School (1939)	Rochester 11 (101 Epworth St.)	Frank M. Jenner
Monroe High School (1929)	Rochester 7 (164 Alexander St.)	Miss Mary A. Sheehan
Rochester—East High School (1928)	Rochester 7 (410 Alexander St.)	William C. Wolgast
Rochester—West High School (1928)	Rochester 11 (501 Genesee St.)	C. Willard Burt
Rockville Center Southside Junior-Senior High School (1946)	Rockville Center	J. Dale McKibben
Rye Country Day School (1928)	Rye (Boston Post Rd. & Cedar St.)	Morton Snyder

SCHOOL	LOCATION	HEAD
Rye Junior-Senior High School (1928-32; 1935)	Rye (Parsons St.)	Miss Elizabeth Jean Brown
Saint Agnes School for Girls ..(1932)	Albany 4 (Loudenville Rd.)	Miss Blanche Pittman
Saint John's Preparatory School (Boys)(1934)	Brooklyn 6, N. Y. C. ... (82 Lewis Ave.)	Rev. John P. Cotter, C.M.
Saint Joseph's Normal Institute (Boys) (High School Dept.)(1942)	Barrytown Peekskill	Brother Augustine Benedict, F.S.C.
Saint Mary's School, Mount Saint Gabriel (Girls)(1928)	Garden City Manhattan 31, N. Y. C. .. (630 Riverside Drive)	Miss Harriet S. Sheldon
Saint Paul's School (Boys) ... (1928)	Scarborough	Rev. Ernest Sinfield
Saint Walburga's Academic School (Girls)(1928)	Scarsdale	Mother Mary John, S.H.C.J.
Scarborough School(1928)	Schenectady 8 Schenectady High School(1943)	Philip L. Garland
Scarsdale Junior-Senior High School . (1942)	Floral Park (Tulip & Covert Aves.)	Lester W. Nelson
Schenectady—Nott Terrace Senior High School(1943)	Sherburne Manhattan 28, N. Y. C. .. (22 E. 91st St.)	Roy E. Abbey
Sewanhaka High School(1935)	Richmond Borough, N. Y. C. (45 Wall St., Staten Island 1, New Brighton)	Harold W. Wright
Sherburne Central Junior-Senior High School(1928)	Stony Brook Stony Brook School, The (Boys) (1928)	Thomas M. Lotz
Spence School (Girls)(1935)	Suffern (Lafayette Ave.)	Mrs. Dorothy Brockway Osborne
Staten Island Day School, The (1928)	Pawling 1 Manhattan 24, N. Y. C. .. (139 W. 91st St.)	Harold Ely Merrick
Stony Brook School, The (Boys) (1928)	Tuckahoe 7 (Siwanoy Blvd.)	Frank E. Gaebelein, Litt.D.
Suffern School of the Holy Child (Girls)(1947)	Valley Stream Manhattan 24, N. Y. C. .. (1 W. 89th St.)	Sister Mary Columba, S.H.C.J.
Trinity Pawling School (Boys) (1951)	Waterloo Waverly (Elm St.)	Hugh C. Riddleberger
Trinity School (Boys)(1935)	Wellsville Woodmere Manhattan 11, N. Y. C. .. (30 W. 16th St.)	Matthew Edward Dann
Tuckahoe Junior-Senior High School . (1938)	Balboa Heights (704 Roosevelt Ave.)	Edward A. Sinnott
Valley Stream Central Junior-Senior High School(1934)	Cristobal (Drawer GG)	Richard M. Udall
Walden School(1948)		Vinal H. Tibbetts
Waterloo Junior-Senior High School . (1951)		Albert S. Brown
Waverly Senior High School ..(1930)		Clarke C. Gage
Wellsville Junior-Senior High School (1928)		James H. Gambell
Woodmere Academy(1928)		Horace M. Perry, Ph.D.
Xavier High School, The, of the College of St. Francis Xavier (Boys)(1928)		Rev. John J. Morrisson
PANAMA CANAL ZONE		
Balboa High School(1929)		Theodore F. Hotz
Cristobal Junior-Senior High School .. (1929)		Paul L. Beck

SCHOOL	LOCATION	HEAD
PENNSYLVANIA		
Abington Friends School (Girls) (1935)	Jenkintown	Howard W. Bartram
Abington Township Senior High School (1928)	Abington	Eugene B. Gernert
Academy of the New Church—Boys Academy (1927-37; 1948)	Bryn Athyn (Second St. Pike)	Richard R. Gladish
Academy of Notre Dame de Namur (Girls) (1930)	Villanova	Sister Marie Louis, S.N.D. deN., Ph.D.
Academy of the Sisters of Mercy (Girls) (1931)	Gwynedd Valley, Montg. Co. (Sumneytown Rd.)	Sister Mary de la Salle, S.M.
Agnes Irwin School, The (Girls) ... (1936)	Wynnewood (Lancaster Pike & Clothier Rd.)	Mrs. Anne F. Bartol
Allentown Central Catholic High School (1944)	Allentown (4th & Chew Sts.)	Rev. Henry J. Huesman
Allentown Senior High School (1932)	Allentown (17th & Turner Sts.)	Clifford S. Bartholomew
Altoona Senior High School .. (1931)	Altoona	Joseph N. Maddocks
Ambler Junior-Senior High School .. (1928)	Ambler	Clifford Kent Geary
Ambridge Senior High School (1931)	Ambridge (909 Duss Ave.)	Michael F. Serene
Aspinwall Junior-Senior High School (1930)	Pittsburgh 15 (4th St. & Virginia Ave., Aspinwall)	Charles Arthur Sherman, Ed.D.
Avalon Junior-Senior High School ... (1930)	Pittsburgh 2 (721 California Ave., Avalon)	John Roy Edwards, Jr.
Avonworth Junior-Senior High School (1934)	Pittsburgh 2 (200 Dickson Ave., Ben Avon)	Warren Hollenback
Baldwin School, The (Girls) (1928)	Bryn Mawr	Miss Rosamund Cross
Baldwin Township Junior-Senior High School (1943)	Pittsburgh 27 (376 Clairton Rd.)	Wilbert C. Brandtonies
Bangor Junior-Senior High School .. (1936)	Bangor 4	Donald B. Keat
Barrett Township High School (1937)	Cresco	Andrew W. Lewis
Beaver Falls Senior High School (1930)	Beaver Falls	J. Neal Mathews
Beaver Junior-Senior High School ... (1928)	Beaver	Charles S. Linn
Bedford Junior-Senior High School .. (1936)	Bedford	Arthur V. Townsend
Bellevue High School (1928)	Pittsburgh 2 (435 Lincoln Ave., Bellevue)	Robert H. Ruthart
Bensalem Township Junior-Senior High School (1932)	Cornwell Heights	Miss Cecelia Snyder
Bethlehem—Liberty Senior High School (1947)	Bethlehem	Charles A. Klein
Biglerville Junior-Senior High School (1928)	Biglerville	Leslie V. Stock
Birdsboro Junior-Senior High School . (1950)	Birdsboro	John Herbein
Blairsville Junior-Senior High School (1929)	Blairsville	Ronald M. Coulter

SCHOOL	LOCATION	HEAD
Boyertown Junior-Senior High School (1933)	Boyertown	Lawrence E. Grim
Braddock Senior High School (1951)	Braddock	Lawrence A. Reardon
Bradford Senior High School (1928)	Bradford	George A. Bell
Brentwood Junior-Senior High School (1943)	Brentwood Park, Pittsburgh 27	Chandler B. McMillan, Ed.D.
	(3500 Brownsville Rd.)	
Bridgeville Junior-Senior High School (1950)	Bridgeville	Harold John Colton, Ph.D.
Bristol High School	Bristol	David L. Hertzler
Brookville Junior-Senior High School (1933)	Brookville	Donald McKelvey
	(1928)	
Butler High School	Butler	William T. Bean, Ph.D.
California Senior High School (1951)	California	William H. First
Camp Hill Junior-Senior High School (1934)	Camp Hill	Donald E. Enders
	(1928-33; 1943)	
	(24th & Chestnut Sts.)	
Canton Borough Junior-Senior High School	Canton	John P. Livezey
	(1928)	
Carlisle Junior-Senior High School ..	Carlisle	Mark N. Burkhardt
	(1930)	
Carson Long Institute (Boys) ..	New Bloomfield	Edward L. Holman
Cecilian Academy, The (Girls) (1942)	Philadelphia 19	Sister M. Agnes Isabel, S.S.J.
	(138-144 W. Carpenter's Lane)	
Central Bucks Joint Junior-Senior High School (formerly Doylestown Borough Junior-Senior High School)	Doylestown	Arthur T. Reese
	(1929)	
Chambersburg High School ..	Chambersburg	Ralph I. Schockey
Charleroi Senior High School ..	Charleroi	David L. Glunt
Cheltenham Township Senior High School	Philadelphia 17	Lloyd W. Ashby, Ed.D.
	(1928)	
	(High School Rd. & Montgomery Ave., Elkins Park)	
Chester High School	Chester	Karl E. Agan
Clairton Senior High School ..	Clairton	Evert F. Stabler, Ph.D.
Clarion Joint Senior High School ..	Clarion	Walter J. Doverspike
	(1950)	
Clarks Summit—Clarks Green Joint Junior-Senior High School (1928)	Clarks Summit	Arthur E. Minnier
Clearfield Senior High School (1936)	Clearfield	W. Howard Mead
Clifton Heights Junior-Senior High School	Clifton Heights	John J. Kushma
	(1941)	
Coatesville Senior High School (1928)	Coatesville	William Muthard
Collingdale Senior High School (1934)	Collingdale	Harry H. Mercer
Convent School of the Sacred Heart (Girls)	Philadelphia 31	Mother M. McNally, R.S.C.J.
	(1930)	
	(City Line & Haverford Rd., Overbrook)	
Convent School of the Sacred Heart, Eden Hall (Girls)	Philadelphia 14	Mother Jean R. Levis, R.S.C.J.
	(1928)	
	(Grant Ave. bel. Frankford, Torresdale)	
Coraopolis Senior High School (1929)	Coraopolis	Joseph E. Johnson
Crafton Borough Junior-Senior High School	Pittsburgh 5	Edwin B. Leaf
	(1928)	
	(Crafton Blvd.)	
Cresson Borough Junior-Senior High School	Cresson	F. K. Shields
	(1951)	
Darby Junior-Senior High School ...	Darby	J. Wallace Saner
	(1928)	
Donora Senior High School ..	Donora	Michael Duda, D.Ed.
	(1950)	

SCHOOL	LOCATION	HEAD
Dormont High School(1928)	Pittsburgh 16 (Annapolis Ave., Dormont)	Clarence E. Glass
Downingtown Junior-Senior High School(1935)	Downingtown	Samuel M. Evans
DuBois Senior High School ... (1929)	DuBois	Elton J. Mansell
Duquesne Senior High School (1950)	Duquesne (South 3rd St.)	Ray Y. Henry
East Donegal Township Junior-Senior High School(1947)	Maytown	J. Wade Bingeman, D.Ed.
East Greenville Junior-Senior High School(1950)	East Greenville	Mark H. Laysen
East Pittsburgh Junior-Senior High School(1936)	East Pittsburgh	William A. McCune
East Stroudsburg Senior High School (1935)	East Stroudsburg	Ralph O. Burrows
East Washington High School (1928)	Washington	Thomas Rogers Shupe
Easton Junior-Senior High School ... (1928)	Easton	Albert S. Erb
Ebensburg-Cambria High School (1932)	Ebensburg	E. M. Johnston
Elizabethtown Junior-Senior High School(1951)	Elizabethtown	Randall F. Clemens
Ellis Country School (Girls) (formerly Ellis College (High School), Charles E. (Girls))(1936)	Newtown Square	Arnold E. Look, Ph.D.
Ellis School, The (Girls)(1928)	Pittsburgh 6 (5607 Fifth Ave.)	Miss Marjorie Llewellyn Tilley
Emmaus Junior-Senior High School .. (1950)	Emmaus (525 North St.)	Allen F. Heller
Episcopal Academy, The (Boys) (1928)	Philadelphia 31 (City Line & Berwick Rd.)	Greville Haslam, L.H.D.
Erie Cathedral Preparatory School for Boys(1948)	Erie (225 W. 9th St.)	Msgr. Robert B. McDonald
<i>Erie Public High Schools:</i>		
Academy Junior-Senior High School (1928)	Erie (29th at State St.)	W. Edwin Coon
Erie East Junior-Senior High School (1930)	Erie (Brandes & Atkins Sts.)	Harold D. Leberman
Strong Vincent Junior-Senior High School(1931)	Erie (1330 W. 8th St.)	Hamilton C. Gillespie
Fallsington: Pennbury Junior-Senior High School(1951)	Fallsington	Medill Bair
Ford City Junior-Senior High School (1930)	Ford City	Raymond E. Miller
Forty Fort Junior-Senior High School (1930)	Wilkes-Barre (Forty Fort)	Leon C. Bubeck
Franklin Junior-Senior High School .. (1951)	Franklin	Harry F. Newell
Freeland Mining and Mechanical Institute (Boys) (1929-31; 1936)	Freeland	Lambert E. Broad
George School(1928)	George School	Richard H. McFeely
Germantown Academy (Boys) (1928)	Philadelphia 44 (S. W. Cor. School Lane & Greene St.)	John Forbes Godman, LL.D.
Germantown Friends School ..(1928)	Philadelphia 44 (Germantown Ave. & Coulter St.)	Burton P. Fowler, Ped.D.

SCHOOL	LOCATION	HEAD
Gettysburg High School (1930)	Gettysburg	Guile W. Lefever
Girard College (High School) (Boys) (1928)	Philadelphia 21 (Corinthian & Girard Aves.)	Wilfred B. Wolcott, Jr., Ph.D.
Glen-Nor Junior-Senior High School . (1931)	Glenolden	Russell E. Bamberger
Greensburg High School (1930)	Greensburg	Samuel W. Jacobs
Grier School, The (Girls) ... (1928)	Tyrone	Thomas Campbell Grier
Grove City High School (1949)	Grove City	Miss Ruth Rickey
Hamburg Junior-Senior High School . (1936)	Hamburg	Harland Jay Surrena
Hampton Township Junior-Senior High School (1949)	Allison Park	Charles E. Price
Hanover Senior High School .. (1948)	Hanover	Charles Evans
<i>Harrisburg Public High Schools:</i>		Ray W. Gray
John Harris Senior High School .. (1928)	Harrisburg	Horace G. Geisel, Pd.D., Ed.D.
William Penn Senior High School .. (1928)	(25th & Market Sts.) Harrisburg	Francis G. Wilson
Hatboro Junior-Senior High School .. (1943)	(3d & Division Sts.) Hatboro	Charles S. Jones
Hatfield Junior-Senior High School .. (1950)	Hatfield	Harry E. Wenrich
Haverford School, The (Boys) (1928)	Haverford	Leslie Richard Severinghaus
Haverford Township Senior High School (1928)	Havertown	Oscar Granger
Hawley Senior High School .. (1936)	(Brookline, Upper Darby) Hawley	Maurice H. Bobst
Hazleton Senior High School .. (1928)	Hazleton	Bruce F. Lamont
Hershey Industrial School (Boys) ... (1936)	Hershey (R.D. 2)	W. Allen Hammond
Hill School, The (Boys) (1928)	Pottstown	James I. Wendell
Hollidaysburg Senior High School .. (1939)	Hollidaysburg	Griff Jones
Homestead Senior High School (1931-37; 1944)	Homestead	Dwight H. Conner
Honesdale Junior-Senior High School (1940)	Honesdale	Paul Brock
Indiana Senior High School .. (1928)	Indiana	Jesse A. Lubold
Irwin Borough Junior-Senior High School (1949)	Irwin	John W. Clawson
Jeannette High School (1932)	Jeannette	John Maclay
Jenkintown Borough Junior-Senior High School (1930)	Jenkintown	Requa W. Bell
Johnstown Central Senior High School (1930)	Johnstown	Charles E. Boyer
Kane High School (1928)	(Cor. Somerset & Napoleon Sts.) Kane	Paul R. Miller
Kennett Senior High School ... (1938)	Kennett Square	W. Earle Rupert
Kingston High School (1932)	Kingston	Burton W. Hankey
Kiskiminetas Springs School, The (Boys) (1929)	Saltsburg	Lloyd M. Clark, D.Sc.Ed.
Kutztown Junior-Senior High School . (1944)	Kutztown	Harry B. Yoder
La Salle High School (Boys) (1931)	Philadelphia 41 (20th St. & Olney Ave.)	Brother F. George, F.S.C.

SCHOOL	LOCATION	HEAD
Lancaster Catholic High School (1936)	Lancaster (650 Juliette Ave., Rossmere)	Rev. Joseph A. Bradley
Lancaster—John Piersol McCaskey Senior High School (1939)	Lancaster (N. Reservoir St.)	Benjamin B. Herr
Lankenau School for Girls (1930-36; 1948)	Philadelphia 44 (3201 W. Schoolhouse Lane)	Sister Lydia Fischer
Lansdale Senior High School .. (1931)	Lansdale	Herman L. Bishop
Lansdowne Junior-Senior High School (1928)	Lansdowne (Essex & Green Aves.)	Joseph D. Moore
Latrobe High School (1928)	Latrobe	Mark N. Funk
Lawrence Park Junior-Senior High School (1939)	Erie (Morse St., Lawrence Park)	Daniel V. Skala
Lebanon Senior High School .. (1928)	Lebanon	Charles E. Gaskins
Leetsdale Borough Junior-Senior High School (1931)	Leetsdale	George V. Bedison
Lehigh High School (1932)	Lehigh	Daniel I. Farren
Lemoine Junior-Senior High School .. (1950)	Lemoine	George E. Hendricks
Lewisburg High School (1947)	Lewisburg	H. V. Heckart
Lewistown Junior-Senior High School (1936)	Lewistown	Ralph H. Maclay
Linden Hall School for Girls .. (1928)	Lititz	Byron K. Horne, D.D.
Lititz Borough Junior-Senior High School (1928)	Lititz	Melvin H. Brubaker
Lock Haven Senior High School (1931)	Lock Haven	Reagan I. Hoch
Lower Merion Senior High School .. (1931)	Ardmore	George H. Gilbert
McKeesport High School (1943)	McKeesport (Bailey & Cornell Sts.)	Howard C. McElroy, Ph.D.
Mahanoy City Junior-Senior High School (1943)	Mahanoy City (500 E. Center St.)	Robert T. Cook
Malvern Preparatory School (Boys) . (1945)	Malvern	Rev. Francis L. Dennis, O.S.A.
Manheim Township Junior-Senior High School (1935)	Neffsville	Arthur R. Ott
Manor-Millersville High School (1929)	Millersville	A. Landis Brackbill
Marywood Seminary for Girls (1928)	Scranton 9 (2300 Adams Ave.)	Sister Mary Alphonsus, I.H.M.
Mater Misericordiae Academy (Girls) (1928)	Merion	Sister Benedict Mary, R.S.M.
Mauch Chunk Borough Junior-Senior High School (1930)	Mauch Chunk (Centre & Pine Sts.)	Miss Mary F. Bevan
Meadville High School (1951)	Meadville	Albert J. Bender
Mechanicsburg Junior-Senior High School (1932)	Mechanicsburg	James G. Haggerty
Media Junior-Senior High School ... (1933)	Media	John K. Barrall
Mercersburg Academy, The (Boys) .. (1928)	Mercersburg	Charles Sanford Tippets, Ph.D.
Mercyhurst Seminary (Girls) (1933)	Erie (501 E. 38th St.)	Sister Jean Marie, R.S.M.
Midland Junior-Senior High School .. (1928)	Midland	David A. Snyder

SCHOOL	LOCATION	HEAD
Milford Junior-Senior High School .. (1928)	Milford	Ira C. Markley
Millcreek Junior-Senior High School .. (1930)	Erie	Bruce A. Goodrich
Milton S. Hershey Junior-Senior High School (1935)	Hershey	George D. Lange
Minersville High School (1932)	Minersville	William J. Murphy
Mohnton Junior-Senior High School .. (1940)	Mohnton	Charles O. Metcalf
Monaca Senior High School .. (1939)	Monaca 1	Eudore G. Groleau
Monessen High School (1950)	Monessen	K. Fife Sterrett
	(6th & Reed Ave.)	
Moon Township Junior-Senior High School (1948)	Coraopolis	J. Herbert Brooks
Moravian Preparatory School . (1934)	(R.D. 4)	
	Bethlehem	J. Walter Gapp
	(Heckewelder St.)	
Moravian Seminary for Women (1942)	Bethlehem	Miss Lillie Turman
	(87 W. Church St.)	
Morrisville Junior-Senior High School (1932)	Morrisville	E. Leonard Caum
Mount Carmel Senior High School .. (1948)	Mount Carmel	Vincent W. McHail
	(3rd & Market Sts.)	
Mount Joy Borough Junior-Senior High School (1928)	Mount Joy	Wilbur I. Beahm
Mount Lebanon Senior High School .. (1933)	Pittsburgh 28	Joseph C. Keifer
	(Cochran Rd., Mount Lebanon)	
Mount Penn Junior-Senior High School (1930)	Reading	Roscoe H. Ward
	(25th & Filbert Sts., Mt. Penn)	
Mount Pleasant Junior-Senior High School (1933)	Mount Pleasant	C. Kensey Dillon
Mount Saint Joseph Academy (Girls) (1928)	Philadelphia 18	Mother M. Denis Marie, S.S.J.
	(Germantown & North- western Aves., Chestnut Hill)	
Muhlenberg Township Junior-Senior High School (1931)	Laureldale	Kermit H. Schmehl
Muncy-Muncy Creek Junior-Senior High School (1948)	Muncy	LaRue C. Williamson
Munhall Junior-Senior High School .. (1928)	Munhall	Max W. Wherry
Nazareth Academy (Girls) .. (1951)	Philadelphia 14	Sister M. Tarsitia, S.H.F.N.
	(Grant & Frankford Aves., Torresdale)	
Nazareth Senior High School (1937)	Nazareth	Lee A. Graver
Neshaminy Junior-Senior High School (1951)	Langhorne	Oliver S. Heckman, Ph.D.
Nether Providence Township Junior- Senior High School (1936)	Wallingford	Park A. Hess
New Cumberland Junior-Senior High School (1932)	New Cumberland	S. P. Bomgardner
New Holland Junior-Senior High School (1934)	New Holland	John T. Auld
New Kensington Junior-Senior High School (1928)	New Kensington	Harry B. Weaver
Newport Township Senior High School (1936)	Wanamie	Frank B. Shepela
Newtown—Council Rock Junior-Senior High School (1945)	Newtown	Norman Kratz

SCHOOL	LOCATION	HEAD
Norristown Senior High School (1928)	Norristown (Markley St. & Coolidge Blvd.)	Miss Emma E. Christian
North East Joint High School (1937)	North East	E. C. Davis
North Wales Junior-Senior High School(1942)	North Wales	Miss Sydney E. Myers
Northampton Area Joint Junior-Senior High School (formerly Northamp- ton Senior High School ... (1932)	Northampton	Norman A. Laub
Oakmont Senior High School (1943-45; 1951)	Oakmont (5th St. & Pa. Ave.)	Walter L. Reitz
Oil City Senior High School .. (1949)	Oil City	Carl H. Townsend
Oley Township Junior-Senior High School(1940)	Oley	Frederick H. Stauffer
Otto Junior-Senior High School (1938)	Duke Centre	Arthur E. Wilmarth
Our Lady of Mercy Academy (Girls) (1941)	Pittsburgh 13 (3333 5th Ave.)	Sister M. Gerald, R.S.M.
Palmerton Junior-Senior High School (1928)	Palmerton	Donald W. Denniston
Pen Argyl Junior-Senior High School (1951)	Pen Argyl	Allen H. Jackson
Penn Hall Preparatory School (Girls) (1928)	Chambersburg (1455 Phila. Ave.)	Sarah Wooten Briggs, Ph.D.
Penn Township Senior High School .. (1951)	Pittsburgh 21 (Box 33 Duff Rd., Verona)	Joseph E. Wherry
Pennsylvania Military Preparatory School (Boys) ... (1929-44; 1948)	Chester (14th & Chestnut Sts.)	Chester H. Sloat
Perkiomen School for Boys ... (1928)	Pennsburg	Albert E. Rogers
Philadelphia Friends Central School .. (1928)	Philadelphia 31 (68th St. & City Line)	Eric W. Johnson
Philadelphia Friends Select School .. (1928)	Philadelphia 3 (17th St. & Parkway)	J. Theodore Peters
<i>Philadelphia Public High Schools:</i>		
Benjamin Franklin High School (Boys)(1941)	Philadelphia 30 (Broad & Green Sts.)	I. Lewis Horowitz, Ph.D.
Frankford Senior High School (1928)	Philadelphia 24 (Oxford Ave. & Wakeling St.)	John W. Hitner
Germantown Senior High School .. (1928)	Philadelphia 44 (Germantown Ave. & High St.)	Charles R. Nichols
John Bartram Senior High School .. (1941)	Philadelphia 42 (67th St. & Elmwood Ave.)	William M. Duncan
Kensington Senior High School for Girls(1928)	Philadelphia 25 (Amber & Cumberland Sts.)	Mrs. Marie K. Longshore
Olney High School(1932)	Philadelphia 20 (Front St. & Duncannon Ave.)	Andrew S. Haines
Overbrook Senior High School (1928)	Philadelphia 31 (59th St. & Lancaster Ave.)	William M. Clime
Philadelphia Central High School (Boys)(1928)	Philadelphia 41 (Ogontz & Olney Aves.)	William H. Cornog, Ph.D.
Philadelphia High School for Girls (1928)	Philadelphia 31 (17th & Spring Garden Sts.)	Miss Helen C. Bailey

SCHOOL	LOCATION	HEAD
Philadelphia Northeast Senior High School (Boys)(1928)	Philadelphia 33 (8th St. & Lehigh Ave.)	Charles A. Young
Philadelphia Standard Evening High School(1947)	Philadelphia 30 (Broad & Green Sts.)	Joseph Zucker
Roxborough Senior and Junior High School(1928)	Philadelphia 28 (Ridge Ave. & Fountain St.)	Luther F. Waidelich, Ped.D.
Simon Gratz Senior High School .. (1930)	Philadelphia 40 (17th & Luzerne Sts.)	E. Carl Werner, Ph.D.
South Philadelphia Senior High School for Boys(1928)	Philadelphia 48 (Broad & Jackson Sts.)	Matthias H. Richards
South Philadelphia Senior High School for Girls (1928-37; 1942)	Philadelphia 48 (2101 S. Broad St.)	Elmer Field, Ed.D.
West Philadelphia Senior High School(1928)	Philadelphia 39 (48th & Walnut Sts.)	Walter Roberts
William Penn High School for Girls (1928)	Philadelphia 30 (15th & Wallace Sts.)	Miss Margaret Reed
<i>Philadelphia Roman Catholic Diocesan High Schools:</i>		
John W. Hallahan Catholic Girls High School(1929)	Philadelphia 3 (19th & Wood Sts.)	Sister Mary Rita Edward, I.H.M.
Little Flower Catholic High School for Girls(1945)	Philadelphia 40 (10th & Lycoming Sts.)	Sister Mary Daniel, S.S.J.
Notre Dame Catholic Girls High School(1947)	Moylan-Rose Valley (Manchester Ave.)	Sister Genevieve Mary, S.N.D. deN.
Philadelphia Northeast Catholic High School for Boys ..(1936)	Philadelphia 24 (Kensington & Torresdale Aves.)	Rev. John F. Tocik, O.S.F.S.
Philadelphia Roman Catholic High School (Boys)(1928)	Philadelphia 7 (301 N. Broad St.)	Rev. John A. Cartin
Philadelphia Southeast Catholic High School for Boys ..(1939)	Philadelphia 47 (7th & Christian Sts.)	Rev. Julian C. Resch, O. Praem.
Saint Thomas More Catholic Boys High School(1947)	Philadelphia 31 (47th & Wyalusing Ave.)	Rev. Joseph G. Cox
West Philadelphia Catholic Girls High School(1930)	Philadelphia 39 (45th & Chestnut Sts.)	Mother M. Irmina, I.H.M.
West Philadelphia Catholic High School for Boys(1932)	Philadelphia 39 (49th & Chestnut Sts.)	Brother Elrick Paul, F.S.C.
Pine Grove Borough Junior-Senior High School(1947)	Pine Grove	Miss Mabel M. Greenawalt
Pittsburgh Central District Catholic High School (Boys)(1932)	Pittsburgh 13 (4720 Fifth Ave.)	Brother E. Anthony, F.S.C.
<i>Pittsburgh Public High Schools:</i>		
Allegheny Senior High School (1929)	Pittsburgh 12 (810 Sherman Ave.)	Roy T. Mattern
Carrick Junior-Senior High School . (1928)	Pittsburgh 10 (125 Parkfield St.)	Roy J. Mathias
David B. Oliver Junior-Senior High School(1928)	Pittsburgh 12 (2200 Brighton Rd., N.S.)	Frank H. Herrington
Fifth Avenue Junior-Senior High School(1928)	Pittsburgh 19 (1800 Fifth Ave.)	James E. Shannon
George Westinghouse Junior-Senior High School(1928)	Pittsburgh 8 (Murtland Ave. & Monticello St.)	Clark B. Kistler
Peabody High School(1928)	Pittsburgh 6 (N. Beatty & Margaretta Sts.)	Donald Edwin Miller

SCHOOL	LOCATION	HEAD
Perry Junior-Senior High School .. (1928)	Pittsburgh 14 (Perrysville Ave. & Semicir St.)	David R. Douglass
Pittsburgh South Junior-Senior High School (1928)	Pittsburgh 3 (S. 10th & Carson Sts.)	Chester L. Sterling
Samuel P. Langley Junior-Senior High School (1928)	Pittsburgh 4 (Sheraden Blvd., Char- tlers & Robina Sts.)	James W. Mates, Ed.D.
Schenley High School (1928)	Pittsburgh 13 (Bigelow Blvd. & Center Ave.)	Bernard J. McCormick
South Hills High School (1928)	Pittsburgh 11 (Ruth & Eureka Sts.)	Fred W. Glaser
Taylor Allderdice Junior-Senior High School (1931)	Pittsburgh 17 (Shady & Forward Aves.)	James D. McClymonds
Port Allegany Senior High School ... (1933)	Port Allegany	Fred N. Hardy
Pottstown Senior High School (1932)	Pottstown (Penn & Chestnut Sts.)	Harry L. Smith
Pottsville Junior-Senior High School . (1930)	Pottsville	Miles S. Kiehner
Prospect Park Borough Junior-Senior High School (1933)	Prospect Park	Russell L. Williams
Punxsutawney Junior-Senior High School (1947)	Punxsutawney	Nelson H. Boyd
Quakertown Junior-Senior High School (1932)	Quakertown	Amos Franklin Hunsberger
Radnor Township Junior-Senior High School (1928)	Wayne	Miss Mary H. Carter
Ravenhill Academy of the Assumption (Girls) (1950)	Philadelphia 44 (3480 W. Schoolhouse Lane)	Rev. Mother Frances Margaret, C.A.
Reading Central Catholic High School (1948)	Reading (Hill Rd. & Clymer St.)	Rev. Charles L. Allwein
Reading Senior High School .. (1928)	Reading (13th & Douglass Sts.)	Earl A. Master
Red Lion Junior-Senior High School . (1928)	Red Lion	Edgar C. Moore
Ridley Park Junior-Senior High School (1929)	Ridley Park	David H. Bining
Ridley Township Junior-Senior High School (1948)	Folsom	Ralph B. Sharer
Rittenhouse Square Academy of Notre Dame deNamur (Girls) .. (1951)	Philadelphia 3 (206 S. 19th St.)	Sister Rita Angela, S.N.D. deN.
Rochester Senior High School (1928)	Rochester	Fenton H. Farley
Royersford Junior-Senior High School (1933)	Royersford	Thomas D. Evans, Jr.
Saint Benedict Academy (Girls) (1928)	Erie (345 E. 9th St.)	Sister M. Theophane, O.S.B.
Saint John Kanty Preparatory School (Boys) (1928)	Erie (3002 E. 38th St.)	Rev. Edward P. Gicewicz, C.M.
Saint Joseph's High School (Boys) .. (1928)	Philadelphia 21 (18th & Thompson Sts.)	Rev. William F. Graham, S.J.
Saint Leonard's Academy of the Holy Child (Girls) (1930)	Philadelphia 4 (3833 Chestnut St.)	Mother Mary Celestine, S.H.C.J.
Saint Mary's Academy (Girls) (1937)	Philadelphia 41 (5401 Old York Rd.)	Mother M. Teresa Vincent, S.S.J.
Saint Mary's Catholic High School .. (1932)	Saint Marys	Rev. Donald Haggerty, O.S.B.

SCHOOL	LOCATION	HEAD
Saint Rosalia High School (Girls) .. (1938)	Pittsburgh 7 (411 & 430 Greenfield Ave.)	Sister M. Demetrius, I.H.M.
Saint Vincent Preparatory School (Boys) (1944)	Latrobe	Rev. Egbert Donovan, O.S.B.
Sayre Junior-Senior High School (1932)	Sayre	Judson F. Kast
Scranton Central High School (1928)	Scranton 10 (Vine St. & Washington Ave.)	Albert T. Jones
Sellersville-Perkasie Joint Junior-Senior High School (1932)	Perkasie	Howard M. Nase
Sewickley High School (1931)	Sewickley	W. Henry Beighlea
Shady Side Academy (Boys) .. (1928)	Pittsburgh 15 (Fox Chapel Rd.)	Rev. Erdman Harris
Shaler High School (1946)	Glenshaw	Miss Mary Ruth Jeffery
Shamokin Area Joint Junior-Senior High School (formerly Shamokin Junior-Senior High School) (1950)	Shamokin	Percy L. Vosburgh
Sharon Senior High School ... (1950)	Sharon (Case Ave.)	Stanley N. Carrier
Sharon Hill Junior-Senior High School (1934)	Sharon Hill	Hugh K. Johnston
Sharon Hill School of the Holy Child Jesus (Girls) (1929)	Sharon Hill	Mother Mary Henry, S.H.C.J.
Shillington Junior-Senior High School (1929)	Shillington	Luther A. Weik
Shipley School, The (Girls) .. (1928)	Bryn Mawr	Miss Margaret Bailey Speer
Shippensburg Senior High School ... (1945)	Shippensburg	Charles B. Derick
Slippery Rock Campus Junior-Senior High School of the Slippery Rock State Teachers College ... (1935)	Slippery Rock	John P. Bier
Solebury School (Coed) (1951)	New Hope	William Pendleton Orrick
Souderton Junior-Senior High School . (1935)	Souderton	LeRoy P. Rosenberger
Southmont Junior-Senior High School (1939)	Johnstown (307 State St., Southmont Boro)	Wilbur C. Wolf
Spring City Junior-Senior High School (1939)	Spring City	Charles H. Wise
Springfield Township Junior-Senior High School of Delaware County (1937)	Media (Leamy Ave. & Rolling Rd., Springfield)	Richard K. Smith
Springfield Township Junior-Senior High School of Montgomery County (1928)	Philadelphia 18 (Hillcrest Ave., east of Bethlehem Pike)	Richard C. Ream
Springside School (Girls) (1934)	Philadelphia 18 (Norwood & E. Chestnut Aves.)	Miss Eleanor E. Potter
State College Junior-Senior High School (1940)	State College	Theodore R. Kemmerer
Steelton Junior-Senior High School .. (1928)	Steelton	Charles William Eisenhart
Stevens School for Girls (1930)	Philadelphia 44 (143 W. Walnut Lane)	Mrs. Mildred Swan Borden
Stroudsburg Junior-Senior High School (1928)	Stroudsburg	Earl F. Groner
Sunbury Senior High School .. (1934)	Sunbury	Paul K. Jarrett

SCHOOL	LOCATION	HEAD
Swarthmore Junior-Senior High School (1928)	Swarthmore	Robert Lynn Amsden
Swissvale Senior High School (1928)	Swissvale	John C. Weichel
Tarentum Junior-Senior High School (1928)	Tarentum 4	Charles C. Stoops
Temple University High School (1928)	Philadelphia 21	Hugh Ernest Harting
Titusville Senior High School (1932)	(1417 Diamond St.) Titusville	Erwin F. Bitters
Towanda Valley Joint Junior-Senior High School	Towanda	Loyd M. Trimmer
Tredyffrin-Easttown Joint Senior High School	Berwyn	Wallace S. Brey
Troy Junior-Senior High School (1929)	Troy	William Ralph Croman
Tunkhannock Borough Junior-Senior High School	Tunkhannock	Miss Helen Crompton
Turtle Creek Senior High School (1944)	Turtle Creek	F. Loyd Hazleton
Uniontown Senior High School (1933)	Uniontown	Rodney D. Mosier
Upper Darby Senior High School ... (1928)	Upper Darby	James E. Nancarrow, D.Ed.
Upper Merion Township Junior-Senior High School	King of Prussia	Robert R. Strine
Upper Moreland Township Junior-Senior High School	Willow Grove	I. Newton Cowan
Valley Forge Military Academy (Boys)	Wayne	Major Gen. Milton G. Baker
Villa Maria Academy (Girls) (1932)	Erie	Sister Emilene, S.S.J.
Villa Maria Academy (Girls) (1928)	(W. 8th St.) Malvern	Sister Mary Catherine Louise, I.H.M.
Villa Maria High School (Girls) ... (1928)	Villa Maria	Sister Mary Honora, S.H.H.M.
Warren Senior High School .. (1928)	Warren	Floyd W. Bathurst
Waynesboro Senior High School ... (1942)	Waynesboro	Paul E. Shull
Wellsboro Junior-Senior High School (1935)	Wellsboro	Rock L. Butler
West Chester Senior High School ... (1929)	West Chester	B. Reed Henderson
West Reading Junior-Senior High School	West Reading	Edwin B. Yeich
West View Junior-Senior High School (1948)	Pittsburgh 29	Robert F. Jordan
West York Junior-Senior High School (1928)	(Chalfonte & Perry Highway) York	Palmer E. Poff
Westmont-Upper Yoder High School . (1928)	(1731 W. Phila. St.) Johnstown	John S. Peifer
Westtown School	(827 Diamond Blvd. at Luzerne St.) Westtown	Daniel D. Test, Jr.
Wilkes-Barre Day School for Girls .. (1928-43; 1950)	Wilkes-Barre P. O. (1560 Wyoming Ave., Forty Fort)	Jackson Bird
<i>Wilkes-Barre Public High Schools:</i>		
Elmer L. Meyers Junior-Senior High School	Wilkes-Barre	J. Franck Dennis
(1933)	(304 Carey Ave.)	

SCHOOL	LOCATION	HEAD
G. A. R. Memorial Junior-Senior High School(1930)	Wilkes-Barre (S. Sherman & Lehigh Sts.)	Stanley R. Henning
James M. Coughlin High School .. (1928)	Wilkes-Barre (N. Washington St.)	John Henry Super
Wilkinsburg Senior High School (1930)	Pittsburgh 21 (747 Wallace Ave., Wilkinsburg)	Floyd Harley Carson
William Penn Charter School (Boys) (1928)	Philadelphia 44 (School Lane & Fox St.)	John Flagg Gummere, Ph.D.
Williamsport Senior High School ... (1928)	Williamsport 19 (1046 W. 3rd St.)	Leroy F. Derr, D.Ed.
Wilson Borough Junior-Senior High School(1928)	Easton (22nd St. & Washington Blvd., Borough of Wilson)	J. Harry Dew
Wilson Junior-Senior High School of Spring Township(1945)	West Lawn Kingston	B. Anton Hess
Wyoming Seminary(1928)	Wyomissing	Ralph W. Decker, Ph.D. Allen W. Rank
Wyomissing Junior-Senior High School (1928)	Lansdowne P. O. (Baily Rd. & Cypress St., Yeadon)	Oliver C. Kuntzleman, Ed.D.
Yeadon Junior-Senior High School .. (1939)	York (Beaver St. & College Ave.)	Edward A. Glatfelter, Ed.D.
York—William Penn Senior High School(1928)		
	SWITZERLAND	
International School of Geneva (1936)	Geneva (La grande Boissiere, 62 route de Chêne)	F. Alfred Roquette

N.B.: In case the headship of a school changes prior to next December 1, 1951, please notify us.

MEMBERSHIP ORGANIZATIONS

JANUARY 1, 1951

ORGANIZATION	LOCATION	HEAD
Baltimore City Department of Education	Baltimore, Md.	William H. Lemmel, Supt.
Delaware Department of Public Instruction	Dover, Del.	George W. Miller, Jr.
Elizabeth Department of Education ..	Elizabeth, N. J.	J. Harry Adams, Supt.
High School Principals Association ..	New York City	Mary Ellen Meade
	(345 E. 15th St.)	
Jersey City Superintendent of Schools	Jersey City, N. J.	James E. Reynolds
Jesuit Educational Association	Fordham University ...	Joseph G. Glose, S.J.
New Jersey Department of Public Instruction	Trenton, N. J.	Paul Loser
Pennsylvania State Department of Public Instruction	Harrisburg, Pa.	Francis B. Haas
State Department of Education	Baltimore, Md.	Thomas G. Pullen, Jr.
University of the State of New York	Albany, N. Y.	Lewis A. Wilson, Acting

HONORARY MEMBERS

Frank H. Bowles	425 W. 117 Street	New York City
Eugene F. Bradford	Cornell University	Ithaca, N. Y.
Robert C. Clothier	Rutgers University	New Brunswick, N. J.
W. Wistar Comfort	Haverford College	Haverford, Pa.
Frederick C. Ferry	324 Hart Street	New Britain, Conn.
Richard M. Gummere	Harvard University	Cambridge, Mass.
E. Duncan Grizzell	Univ. of Pennsylvania ..	Philadelphia, Pa.
Galen Jones	U. S. Office of Education	Washington, D. C.
George Wm. McClelland	Univ. of Pennsylvania ..	Philadelphia, Pa.
David A. Robertson	501 Overhill Road	Baltimore, Md.
Harry A. Sprague	State Teachers College .	Montclair, N. J.
Charles C. Tillinghast	Ridgewood Road	Wilton, Conn.
George A. Walton	20 S. 12th Street	Philadelphia, Pa.
David E. Weglein	2610 N. Charles Street ..	Baltimore, Md.
William E. Weld	c/o Wells College	Aurora, N. Y.
William A. Wetzell	12 Belmont Circle	Trenton, N. J.
Stanley R. Yarnall	5337 Knox Street	Philadelphia, Pa.

